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ABSTRACT

Presented for regular classroom teachers, resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, the physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice, alternatives to resource room placement, and program evaluation. (LS)

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STRATEGIES AND TECHNIQUES FOR MAINSTREAMING:

A RESOURCE ROOM HANDBOOK

by

Leroy A. Lott, Jr.

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INTRODUCTION

The present trend to mainstream Special Education students is having a pervasive effect on the total educational system. When educable mentally impaired (EMT), emotionally impaired (EI), and learning disabled (LD) students are placed in regular classrooms, Regular Classroom Teachers (RCTs) must receive additional resources in order to provide for the students' special needs. These additional resources are made available through a new breed of educators, the Teacher Consultant (TC) or Resource Room Teacher (RRT). Usually located in local schools, these special educators are placed so as to influence the greatest number of handicapped students and to provide assistance to the greatest number of Classroom Teachers.

Although some Resource Room models adopt different approaches, the most effective RRTs blend classroom teaching with consulting. Some RRTs tend to avoid their consultative responsibilities because of the inevitable difficulties associated with effecting change. These teachers have generally taught in self-contained rooms and few have experience or training consulting with their colleagues. But because of their familiarity with handicapped students and with techniques for educating them, these special educators must consult with RCTs when handicapped students are mainstreamed. Without the RRT's expertise in identifying, understanding, and teaching students with special needs, RCTs will experience great difficulty with the mainstreaming process and as a result handicapped students will experience failure in the regular classroom.

Materials and techniques presented here foster consultative skills in the RRT and TC. Strategies are presented which permit RRTs to share their unique skills with RCTs. The RRT or TC who is strategically located within the local school, is more effective then centrally located consultants. The duty of these consultants is to provide support, materials, and new approaches to the RRT which may then be funnelled to RCTs. The challenge of teaching Special Education students has now expanded to include the continuing on-the-job training of the RCT. In order to deal with the challenge, RRTs and TCs must become salesmen, diplomats, and politicians. They are the experts in Special Education and it is their responsibility to make mainstreaming work.

The Building Principal

Although the majority of this Handbook presents strategies and techniques for helping the RRT deal with handicapped students in the regular classroom, an initial statement is made concerning the building principal. Evidence indicates that the mainstreaming process will have difficulty succeeding without administrative backing, no matter how good the strategies and techniques. In fact, if mainstreaming handicapped students is being considered, the person who should be contacted initially for support of the program is the building principal.

The principal, who is the cohesive force in the school, is like the binder of a book, both holding the pages together and allowing them freedom of movement. It is he who also keeps the pages in orderly sequence. Mainstreaming, which is still a relatively new concept, is resisted in some quarters by both parents and educators. The backing, prestige, and leadership that the principal offers is of crucial importance to successful mainstreaming. Through his support, the RRT is assured of cooperation from teachers, counselors, and other staff members within the school. The RRT will also have someone to lean on when the pressures that arise from mainstreaming become a burden.

Additionally, the principal is helpful in supplying the large number of materials that are necessary, both within the Resource Room and within the regular classroom. He is also helpful in facilitating the unusual types of scheduling that are required when students come to Resource Rooms for an average of one hour a day. And finally, he can lend his prestige when discussing this program with teachers and parents.

The Classroom Teacher

RRTs must be extremely sensitive to the needs and problems RCTs experience when required to teach handicapped students. They must always consider how the regular classroom will be influenced by the handicapped student and his need for unique programming. Additional demands will be made on the skill and time of the RCT under the mainstreaming concept. It is the duty of the RRT or TC to alleviate some of this stress.

Many RCTs create inappropriate goals for handicapped students and RRTs must not only be aware of these expectations but also must be familiar with techniques for diplomatically modifying the teacher's program.

Thus, the first thing that the RRT must do when programming mainstreamed students is to consider the needs of the RCT and her total class. Even though the RCT's initial modifications for the handicapped student are not extensive, the RRT must remember that this is merely a starting point. The RRT can train the RCT, over time, to modify her curriculum or materials and she must have the patience to do this even though she feels the initial program is not optimal.

The next step is to move the RCT slowly toward a program that is more suited to the student's needs. Eventually, the RCT will become more proficient in teaching handicapped students and will be able to do more and more of the student's programming without the RRT's help. With the majority of teachers, in a school where there is a strong but patient RRT, implementation of this process generally takes two years.

While this Handbook is composed of techniques for use with or by the RCT, timing must be decided by the RRT. Moving too quickly or too slowly often works to the disadvantage of the student. Thus, the RRT must offer consultative services, but with much patience, for although the RRT is the only person with the necessary expertise, this expertise can only be used with the cooperation of the RCT.

It is also important to remember that communication between the RRT and the RCT is a two-way operation. The RRT expects the RCT to make adjustments in her curriculum and perhaps in her style of teaching. She expects to see these changes in the form of production from the handicapped student. It is equally important that production from the student while in the Resource Room be made available to the RCT so that she has the opportunity to judge the progress of the Resource Room program. This allows the RCT to see how hard the RRT is working. This mutual cooperation will enhance the RRT's credibility with the RCT as one who gives, as well as requests.

Components of the Handbook

The Handbook consists of a variety of topics and techniques created in response to difficulties which confront all RRTs or anyone interested in mainstreaming. Some of the topics that the Handbook covers are:

A. Models of Resource Rooms -- A discussion of the various ways of designing Resource Rooms, necessary components, and possible ways of setting up a Resource Room.

B. Personnel -- A discussion of the various personnel who are needed to make a Resource Room function properly and a brief description of their roles.

C. Staff Relations -- A discussion of the necessity of working with other members of the school in a positive manner and ways to go about achieving a good relationship.

D. Physical Layout -- A brief description of possible layouts for the room and materials necessary to make it functional.

E. In-Service -- A discussion of a variety of In-Service techniques that can be used by the RRT, including amounts and types of programs.

F. Program Evaluation -- A brief discussion of a rationale for evaluating programs and various evaluation methods.

G. Diagnosis -- Suggestions for and examples of tests for diagnosing difficulties in various learning modalities and subject areas.

H. Strategies and Techniques -- The main part of the Handbook includes actual strategies and techniques available to the RRT within her class, but more importantly, it includes techniques to use with the RCT. These parts of the Handbook consist of an Elementary and Secondary Consultation Form, and a description of a Joint Lesson Plan, which is a cooperative venture between the RCT and RRT. Also included is a section on materials that can be used for specific disabilities, a section on how to write Behavioral Objectives, and sections that deal with contingency contracting and ways to modify the grading system. Each of these different sections consists of a rationale, methods for applying the technique, and where appropriate, a format to follow in using the specific technique.

The book is not set up so that each section must be read in order to understand subsequent sections. The material answers concerns that RRTs have been voicing since mainstreaming became an accepted practice. As mentioned earlier, it is felt that the RCT is the key to successful mainstreaming. Educators, who are involved with the handicapped student, are trained to identify the positive outputs of such students. But it must be noted, that RCTs look at the slow or the handicapped student from a point of view that is different from that of Special Education. Thus, this Handbook is set up so that the RRT can find useful ways to help RCTs make a better adjustment to the handicapped student, eventually permitting society to benefit from their contributions.

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RESOURCE ROOM MODELS

To seriously consider the Resource Room program one must look at the variety of ways to construct such a program. At least twelve different approaches have been identified and it is possible that several of these twelve possible models may be used over time in any given program, but for purposes of discussion they are presented separately in the chapter. In this way, a school that is interested in using a Resource Room program can see the variety of combinations available.

Before discussing various models of Resource Room programs there are a series of issues that must be identified regardless of the program that is set up. Each issue must be incorporated into the Resource Room program, no matter what model is used.

Issues

Types of Clients

The first thing that must be considered is the type of clientele that the Resource Room program will service. Many people see Resource Rooms as handling learning disabled and higher functioning educable mentally impaired. However, many rooms serve students who are emotionally impaired, physically handicapped, deaf, or blind. Obviously, for Resource Room Teachers (RRTs) to help students with a large spectrum of handicaps, they themselves must receive sufficient consultative services from specialists. While the majority of students in Resource Rooms are educable mentally impaired or learning disabled, there is no reason why other students who are handicapped, and non-handicapped students who are having difficulties, cannot also be services. Thus, the issue for administrators and RRTs to settle is whether the RRT will specialize in a particular handicapping condition or will she offer a general service to all handicapped students, plus possibly regular students who are experiencing minimal difficulties in school.

Groupings

There are a variety of issues to be addressed when considering how many and what type of disabilities should be grouped together. Although there is no absolute formula that RRTs should follow, this workable suggestion is presented.

It appears that most RRTs can effectively work with 15 - 25 different students during any given day. The number of students within a room at any given time is ideal when ranging between 1 - 2 students who need serious attention, or up to 8 students who are grouped on the basis of similar skill deficits. There appears to be no great problem in having students from different grade levels in the Resource Room at the same time, as long as the age discrepancy is not too great. (Three grade differences is appropriate in making this determination.) Furthermore, students with different disabilities can also be serviced in the room at the same time.

The amount of time spent in the Resource Room is an issue that must be determined on an individual basis; however, some guidelines based upon experience are available. The average amount of time which is advantageous to students, as well as teachers, is between 30 - 60 minutes a day. Some students can handle as little as 30 minutes, 3 days a week, while others must be in the Resource Room up to 3 hours a day. When considering the time a student must spend in the Resource Room in combination with the number of students a RRT can service, it appears that the best formula is a quotient based on how many hours each student spends in the Resource Room, rather than the total number of students that a RRT services. Thus, 10 students with individualized learning at three hours a day, might equal 30 students with individual lesson plans for one hour a day. The exact number of hours or students which the RRT can effectively handle is determined by the Resource Room model chosen by the school.

Duties

There are a variety of tasks in which the RRT must engage regardless of the model that is used. First, it is almost impossible to imagine a situation where the RRT does not consult with the Regular Classroom Teacher (RCT) concerning curriculum modification, offering of materials, or making suggestions on how to better manage the students. Also, all RRTs must administer a battery of diagnostic tests and engage in classroom observation (either in the regular classroom or Resource Room) in order to adequately determine the educational plan for the student. Furthermore, RRTs must be competent in developing individual program objectives for students. Finally, RRTs must have at least a minimum amount of contact with parents of students, either to provide feedback or to obtain necessary information to facilitate working with students.

Coordinator of Services

The RRT is the person in the school who is most qualified to coordinate various services required by handicapped students. In addition to individually programming for the student within the Resource Room, the RRT oversees the RCT's attempts to modify classroom curriculum, and makes sure that needed consultive services are being received by the student. The RRT is also the person that parents contact for information about their child's educational program. Having one coordinator for all services is an advantage to both parents and RCTs. It is also more efficient and leads to less confusion when one person is coordinating all services.

In-Service

One of the primary tasks of all RRTs is to provide in-service to RCTs. This may be the only way that the RCT gets the information necessary to identify students in need of service and to know the various services they need simply because RCTs do not know services which are available.

Administrative Consultation

The RRT must play a key role in the school, making the principal and other administrators aware of the various needs and problems of the handicapped student. This is particularly important when mainstreaming handicapped students, because there is considerable contact between the principal and his staff over problems presented by the handicapped student in the regular classroom. The best Resource Room programs are those that have strong administrative support and RRTs should keep principals aware of the program in order to give their students the best possible service.

Aides

Classroom Aides would appear to be almost indispensible for a Resource Room program. The Aide helps the teacher individualize her program; the Aide makes materials for use by the RRT and the RCT; and the Aide helps maintain the educational program while the RRT is consulting. Classroom Aides go a long way towards making a Resource Room program successful.

Models

As previously stated, there are twelve different models that can be used when developing a Resource Room program. While not mutually exclusive, they possess different components which make them distinguishable from one another. However, when setting up a Resource Room more than one of these models may be used, and some Resource Rooms may have as many as nine of the different components. The following is a brief discussion of each model.

Part-Time Teacher/Part-Time Consultant

This Resource Room model is probably the most basic model for mainstreaming students. As a part-time teacher and a part-time consultant to the RCT, the RRT can help the student through remediation and tutoring on a one-to-one basis, and can train the RCT to work with the handicapped student in the regular classroom. Functioning as a consultant to the RCT, the RRT will provide training in modifying curriculum, individualizing, adjusting grading systems, using different materials, etc. Basically, this model services students who spend a majority of their day in regular classroom, while averaging only 30 - 60 minutes a day in the Resource Room.

There are a variety of ways to set up this type of program. The RRT may spend half of her time in the classroom and half of her time as a consultant. She may allocate 1- 2 hours per day for planning and consulting, use one day each week for planning and consulting, or use a combination of one hour a day for planning, plus one half day a week for consulting. Whatever the arrangement, the critical component in this model is that the RRT have enough time available to help the RCT make the necessary program changes so that the mainstreaming will be effective. If mainstreaming is attempted without any consultive time from the RRT, it is unlikely that it will be successful.

Teacher/Consultant/Vocational Counselor

This Resource Room model differs from the first example in only one major aspect. In the past, self-contained secondary EMI teachers frequently had vocational responsibility for their students. They fulfilled this responsibility by teaching basic social and vocational skills, such as how to fill in application forms and what type of jobs to look for. Occassionally they actually found part-time or full-time jobs for them in the community. It is this component which

is maintained in this secondary Resource Room model. To be sure, the RRT has to cut back somewhat on her class time in order to maintain the consultive and vocational aspects of this role. However, students who need the Resource Room program at the secondary level, also need a strong vocational element in their program. In fact, this may be the most pressing need for older handicapped students.

Teacher/Consultant/Counselor

Again, there is not a major distinction between this model and the first model except for the addition of the counseling role to the duties of the RRT. Many Special Education Teachers have some training in this areas and many more have been forced to provide some counseling service to their students. This particular model emphasizes counseling with Resource Room students, parents, or the community, making the latter more responsive to the needs of the handicapped student. Whenever Psychologists, Social Workers, or school counselors are available, the RRT may have a minimal role. But even when these services are available, the RRT is often required to assume a counseling role with some of her students.

Engineered Classroom Teacher

This model is based primarily on Frank M. Hewett's The Emotionally Disturbed Child in the Classroom. Basically it is a highly structured self-contained program from which students are slowly integrated into the regular classrooms until full-time placement is achieved. In the Engineered Classroom, the teacher is both a self-contained teacher and a RRT, concerned with mainstreaming. She performs all the tasks of the RRT such as consulting, providing materials, counseling, etc. besides teaching an assigned roster of handicapped students. This model is often used with low functioning educable mentally impaired or emotionally impaired students who need a highly structured program initially, but possess the potential to be fully mainstreamed within one or two years. When used appropriately, many students, who initially have difficulty with the flexible Resource Room program, work their way into the program after learning the necessary social and academic skills.

Team Teacher

One of the most exciting aspects of being a RRT is the flexibility of teaching one-on-one or in small groups, consulting with Classroom Teachers,

and team teaching with another Classroom Teacher. The team teaching aspect of the role is highly productive because the RRT is not only designing a curriculum for handicapped students in the regular program, but is also modeling these adjustments for the RCT. It is this direct modeling that leads to changes by the RCT, thereby providing a curriculum not only for handicapped students but also for other slower students in the regular classroom.

Crisis Resource Teacher

The Crisis RRT plays a role that is somewhat different than the others described up to this point. The Crisis RRT must have a certain amount of time each day or each week to deal with individual or small groups of students who are experiencing social or behavioral problems. She must have time available to see individual students on a needs basis and to help RCTs with classroom management techniques. The Crisis RRT has responsibilities similar to a helping teacher, with the added advantage of handling academic learning problems as well as social/behavioral problems.

Part-Time Resource Teacher/Part-Time Classroom Teacher

This will, undoubtedly, be a minimally used model, but is one which has very exciting aspects. The RRT who specializes in handicapped students, but also spends some time each day or each week within a regular classroom program, has considerable empathy for the problems of a RCT. The sensitivity that the RRT develops in this type of program, even when used for only an hour or two a week, helps her to understand the role of the RCT who must handle handicapped students as well as 20 - 30 regular students. It also helps the RCT become more receptive to suggestions of the RRT.

Two Teacher Team

Probably the most ideal Resource Room model is to combine all the above responsibilities within two teachers. The first teacher will function basically as a teacher within the Resource Room confines. The second teacher will function as one whose basic role is to consult with RCT and coordinate matters concerning Resource Room students and students who do not come to the Resource Room, but need specialized attention. At first the expense of this type of program appears prohibitive; however, the benefits to the RCT offset the financial burden. These benefits, which include training the RCT

to develop educational prescriptions, and introducing new materials to the RCT, should generalize to a large majority of the students within the regular classroom. Unquestionably, this model, plus strong administrative support, produces the highest quality mainstreaming program.

Curriculum-Materials Coordinator

In a school district that has several Resource Rooms it is quite possible to hire a curriculum specialist to provide materials and curriculum to RCTs on an area or district-wide basis. The expertise of this person in the curriculum area is much greater than a RRT's expertise since she spends more time developing this skill. She supplies daily programs, weekly programs, or semester programs. Furthermore, she helps the RCT modify textbooks, or tests which RCTs give to their students. This type of Resource Room model is too expensive for the smaller school districts, but is ideal in a larger school district which can afford this specialization.

Teacher of Handicapped/Non-Handicapped Students

There are many students who do not meet the guidelines for being handicapped, yet can benefit from the Resource Room program. However, many states have guidelines that prevent teachers of Special Education from providing service to regular students who function well below their peers. There are, however, some Resource Room programs that offer a service to both the low functioning non-handicapped student as well as to the extremely gifted student because both can use individual programming. This model not only benefits the non-handicapped student who receives the individual attention of the RRT, but also helps the handicapped student by providing appropriate models within the Resource Room, and more importantly, by removing the stigma of the "special" room.

Self-Contained Resource Room

Although it is questionable if a special program in which the student spends the majority of the day, only going out to such subjects as art, music, and gym, can be called a Resource Room, there are such programs in existence categorized as Resource Rooms. Essentially, these are self-contained programs, but in a manner quite different from the Engineered Classroom. The final expectation of the Engineered Classroom is to fully mainstream the student with only a minimal amount of help from the RRT. The full-time Resource Room does not incorporate

this aim. While this is not a recommended model, it is better than a self-contained program in which the students have no contact with their peers in the regular classroom and have only other handicapped students for models.

Full-Time Teacher Consultant

This last model involves a RRT who is basically a teacher consultant. She does not spend time teaching, but is a full-time consultant as in some or all of the areas previously mentioned. This RRT is often called the Diagnostic RRT, a title which limits her duties and responsibilities, perhaps too much. The teacher consultant provides not only diagnosis, but also prescriptions, counseling, materials, vocational guidance, and other necessary functions. A RRT can be used in this manner by both small and large districts. In smaller districts, with limited classroom space or limited needs for a teacher, the consultant can serve handicapped students by teaching RCTs how to better plan for these students. In larger districts a teacher consultant may service several RRTs, who work part-time in the classroom, part-time as consultants. This is a role which has much potential in the future of Special Education particularly as learning disabled students receive more attention.

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PERSONNEL

A Resource Room program succeeds or fails because of the people directly responsible for its creation and implementation. These people include administrators, principals, supportive staff, Regular Classroom Teachers (RCTs), Resource Room Teachers (RRTs), and aides.

In this chapter, the responsibilities of these groups will be explored. Special attention will be paid to the effects of each group on the Resource Room program, the handicapped students serviced by the program, parents of these students, and the general population of the school.

Administrators

In most school systems, the superintendent and his advisors, including a person responsible for Special Education (Director, Supervisor, etc.) make the initial decision to implement a Resource Room program.

Before such a plan is set in motion, however, these administrators should research the needs of their particular school system and the students they serve. They must thoroughly explore programs in existence in other areas of the country in an attempt to discover elements which may apply to their system. With this information, a suitable plan for meeting the needs of their handicapped students can be created.

In cases where Special Education is mandated by state law, administrators must coordinate their Resource Room program with the procedures dictated by law. They will also be responsible for preparing building principals and supportive staff personnel such as school psychologists (SPs) and school social workers (SSWs) for the change. If the program will be implemented on a district or county-wide basis, administrators may also introduce the new model to parents in order to eliminate any serious minunderstandings before they arise.

In districts and counties which employ a Director or Supervisor of Special Education, this person will assume supervisory duties for the RRTs. If there is no one with this title, someone may be appointed to assume these responsibilities. Such duties will include establishing procedures for referring students, providing In-Service program for both RRTs and RCTs, and coordinating

efforts between schools. Frequently, this role will also include initiating techniques for evaluating individual student's progress and the progress of the overall program. In general, the Director of Special Education should be the person to provide administrative support, the person with all the answers or the ability to find them.

If the school system administrators are thoroughly convinced that the Resource Room program has merit, they will provide sufficient support including consultative services, the best teachers available, and money. Aspects and duties of support personnel and RRTs will be discussed later in the chapter.

Resource Room programs require an initial expense of considerable amount, in order to provide a satisfactory stock of educational materials. However, over time this amount should gradually diminish, until all that is required annually is an amount sufficient to replenish consumable items.

Since the RRTs share their materials with involved RCTs, the money allocated is put to maximum use. Students with special needs receive the benefit of the materials wherever appropriate and RCTs do not have to purchase duplicate materials.

With the commitment and backing of the administration, the expectation of successful implementation of the program is clearly established. Groups to be affected by the program are aware of the direction in which they are expected to move. Furthermore, they are aware of the reasons for the new programs and the expected outcomes. Problems will be solved before they arise if these groups have the freedom to approach the administration with their concerns and receive logical answers to their questions.

Principals

Building principals will assume direct responsibility for introducing and explaining the Resource Room program to faculty members and parents. In order to do a successful job, the principal must be intricately involved with the legal and humanitarian needs of Special Education. Furthermore, he must also be convinced of the value of the Resource Room model.

It is the principal who sets the tone for the program, defining it in terms of the model most suited to his particular school. When a teacher is assigned to the program, the principal should introduce her to the staff, explain her duties, and define the specific procedures for identifying and referring students for possible placement in the Resource Room program. At the same time, the principal must set the boundaries for Resource Room placement and suggest alternative possibilities (see Chapter XII).

This introductory meeting should be carefully planned, since many RCTs will be greatly concerned by the placement of handicapped students in their classes. Their questions must be anticipated and answered with empathy and understanding. Many concerns will be alleviated by the knowledge that the RRT and other support personnel will provide direct service to the RCT. The consultative aspect of the RRT's role should be stressed so that RCTs are aware of the presence of a Special Education expert within the school at all times.

In addition to this introductory meeting, on-going In-Service must be planned. The RRT is the logical choice for presenting these programs since she is most familiar with the RCT's concerns and can provide retraining in areas which RCTs demonstrate specific needs.

As the Resource Room program develops, the principal should provide continuous support for RRTs. Since these teachers require large amounts of time to plan and present In-Service, to consult with teachers and staff members, to prepare individualized materials, and to diagnose students' difficulties, principals must allow them to pursue a flexible schedule wherever possible.

Perhaps, the most critical responsibility of the principal is that he remain determined that the program will not be used as a dumping ground for every student who doesn't fit the concept of "average".

In his position as official leader of the school, the principal will be the final decision maker in matters concerning the Resource Room program. Therefore, he should be continually aware of what is happening in the program. Frequent visits to the room for a first hand look and discussions with the RRT are necessary. Information gathered in this manner, will allow the principal to knowledgeably answer questions about the program at any time.

If the RRT receives consistent support from the principal, and indirectly from the administration, the program will have a solid foundation. It then becomes the duty of the RRT to make the program succeed at the "grassroots" level.

Supportive Staff

This group is generally composed of Speech Therapists, Reading Specialists, Counselors, School Social Workers (SSWs), and School Psychologists (SPs). Some of these are itinerant and some are assigned to the school full time. Frequently, the duties of these support personnel have a direct bearing on the success or failure of the Resource Room program. It is these duties which will be discussed in this section.

Speech Therapists

Many handicapped students possess speech impediments and/or language deficits, and occasionally RRTs and Speech Therapists share a student. This necessitates some degree of cooperatiye planning in order to avoid contradictory approaches to the same problem, a condition which can defeat the educational plan for the student.

In some situations, Speech Therapists may diagnose certain areas of disability (language deficits, auditory discrimination, etc.) and this information may supplement testing data accumulated by the RRT. Before the educational plan is prepared, all information must be coordinated.

If the student is to be shared, both teachers should meet to jointly establish goals for remediating the areas which overlap. At a minimum, the RRT should practice the same reinforcement techniques in the verbal areas, which the Speech Therapist has established. Such concentrated effort will increase the probability of success.

In the areas of language disabilities, Speech Therapists may help the RRT develop a program using Resource Room materials. This program may then be introduced to the RCT for implementation in the classroom. In this way, programs can be utilized over periods of time decidedly longer than the 15 - 30 minutes which a Speech Therapist customarily devotes to a student.

Reading Specialists

Most students in need of special help are experiencing difficulty primarily with reading. Therefore, when a Resource Room program is introduced into a school which already supports a Remedial Reading program, guidelines should be established to define referrals to the proper specialist.

Procedures for placement of students may be defined by the principal, but the most effective method is to allow the RRT and the Reading Specialist to jointly establish guidelines. In this way, both teachers working together can solve potential problems before students become involved.

Usually Reading Specialists, functioning under federal guidelines, assume responsibility for corrective reading students. These students possess a strong potential for full remediation and, therefore, the Reading Specialist can service more students in small group settings.

RRTs are usually assigned the responsibility for remedial reading students, those who are mentally impaired or learning disabled. These students do not exhibit the potential for full remediation and require more individual attention and specialized procedures. In some situations, Reading Specialists refer students for Resource Room placement if they are not able to provide the learning mode which the student requires.

Once guidelines are established, students can be diagnosed and remediated by the proper specialists, therefore, this matter should be considered with the introduction of any Resource Room program.

Counselors

At the secondary school level, the Counselor frequently assumes an intermediary role, processing referrals initiated by the RCT for student placement in the Resource Room program. This is an appropriate duty for the Counselor since he is the staff member most familiar with the student's class schedule and can process any schedule changes which may become necessary.

The Counselor is also the staff member most familiar with the student's background, aspirations, and past performance. In this role, he can supply information which may have an effect on the educational prescription which RRTs create to remediate the student's disabilities.

Finally, the role of the Counselor usually requires him to be familiar with all of the faculty and supportive staff members. When RCTs request help with particular students, the Counselor may suggest referral for placement in the Resource Room program. Additionally, he is the logical person to follow-up students processed out of the program and to suggest placement of such students

with specific RCTs where successful reintegration is most likely to occur. He may also keep close tabs on the student's progress and suggest further contact with the RRT, if difficulty arises.

If the responsibilities of the Counselor, which affect the Resource Room program, are defined when the model is first established, the time gap between identification of a need and remediation will be closed. RCTs will be pleased with the efficiency of the system and students will receive help as their needs are identified.

School Social Workers (Pupil Personnel Workers)

This staff member is the specialist most familiar with the student's social emotional behavior and with the student's parents. As such, the School Social Worker (SSW) frequently shares responsibility for handicapped students with the RRT.

Besides providing information necessary for an effective educational prescription, the SSW may initiate and coordinate a plan to establish appropriate behaviors in the student. If the RRT is participating in such a plan, close contact should be maintained with the SSW.

Another service with the SSW can offer the RRT is to act as an intermediary for referrals to more extensive private and community services. For example, the SSW may act as the school contact person for students on probation or under psychiatric care.

If the student becomes a problem while in the Resource Room, the SSW would be available to provide consultant aid. This will probably require observation of the student while in the Resource Room, written behavioral plans for the RRT to follow or scheduling of counseling services. Consistent follow-up in order to update and/or phase out the program is also required. If these procedures are used, the RRT will gradually be trained in effective procedures for reinforcing desirable behaviors and in methods for communicating with handicapped students. This, in turn, will lighten the SSW's duties and result in the extension of the SSW's services to a larger population of students.

School Psychologists

As the expert on formal diagnosis, the School Psychologist (SP) is required, by law in many states to label the handicapped student. In this manner, school districts receive school aid designated for Special Education.

RRTs depend on SPs to assist them in interpreting test data, preparing realistic educational goals, and suggesting effective teaching techniques. These services are handled through periodic visits to the Resource Room, written follow-up of designated students, and discussion of the latest materials and techniques for teaching the handicapped student.

When informal diagnosis by the RRT is inconclusive, the SP provides more indepth diagnostic services. The test results should be interpreted in such a way as to allow the RRT to realistically revise the educational plan for the student. Written reports should include suggestions for educational materials and procedures uniquely suited to the student's disability.

Many RRTs need the support of the SP when they first begin interpreting test data on students classified as Learning Disabled. Frequently, RRTs will need help in lowering their expectations and in revising time limits for handicapped students. All of these needs are met by a competent SP who possesses a realistic attitude toward handicapped students and commitment to the Resource Room program as the most humanitarian technique for educating students with special needs.

Classroom Teachers

The most important person in the success or failure of the Resource Room program is the RCT, since it is she who will identify, refer, and teach the handicapped student. RCTs must be convinced that this technique for educating special students (mainstreaming with Resource Room support) is the most effective approach. Many will not have difficulty with this concept because they are already individualizing their material as a result of a strong child-orientation. Others will express doubts and concerns about their ability to instruct such students and the lack of time for "so much work".

This latter group should be targeted for special attention including various forums where they can openly discuss their problems and attitudes. In-Service can act as one such forum and RCTs should attend these presentations with the intention of updating their educational training.

At In-Service programs, those responsibilities of RCTs which affect the Resource Room program can be clearly defined and the special services which are available to supplement the RCT should be discussed. Following extensive In-Service training, RCTs should be expected to identify, properly refer, and assist in the mainstreaming of students with special needs.

Such specifics as inviting the RRT into the classroom to observe potential Resource Room students, participating with the RRT in establishing educational goals, visiting the Resource Room to gather suggestions for effective teaching, and following up the program by modifying classroom curriculum should be initiated by the RCT when appropriate. In all instances, the RCT must remain interested in the welfare of handicapped students and open to suggestions from the RRT. Additionally, the RCT who is convinced that such individualized goals and techniques are effective, will find herself inadvertently scrutinizing all of the regular classroom students in order to identify other students with special needs.

Finally, if the Resource Room program and the process of re-education has been effective, RCTs will generalize many of their new skills to the total class. Individualizing will become widespread at least as far as it is reasonably appropriate and feasible. The result will be a learner orientated educational system, one which attempts to meet the needs of <u>all</u> students.

<u>Resource Room Teachers/Teacher Consultants</u>

Generally, school systems recruit Special Education teachers to serve as RRTs. Most are trained in teaching mentally impaired students and, therefore, seek re-education in techniques for working with emotionally impaired and learning disabled students. RRTs who cannot return to the university for re-training frequently seek In-Service to meet this need.

Whatever her educational background, a good RRT possesses very specific skills and characteristics. These include knowledge of the curriculum required in certain key courses, familiarity with writing and achieving educational goals and performance objectives, and the ability to use appropriate diagnostic tools. The RRT must also be aware of current research, materials, and techniques for teaching handicapped students.

These skills are only effective, however, if the RRT possesses the ability to share this information with the RCT. This requires a great deal of empathy, understanding, assertiveness, and patience, all in the proportions appropriate for the individual situation. The RCT must be aware of the skills offered by the RRT and she must be willing to request these services. In order to achieve this degree of cooperation, the RRT must either possess those personality characteristics which naturally engender trust, and emanate ability and concern, or she must actively engage in a program to establish effective staff relations (see Chapter IV). The overall goal must be good working relations with the majority of the staff - a task which successful RRTs pursue on a continuing basis.

The ability to "get along" with supportive staff members, building principals, administrators and parents must also be part of the RRT's personality. Techniques for communicating with these involved adults must be carefully considered and appropriately implemented when the program is first adopted. The techniques chosen should fit the style of the RRT and the style of the school.

Finally, the RRT must be perceived by the handicapped student as an adult intimately concerned about the feelings, achievements, and future of the student. In order to establish such a relationship, the RRT must be both objectively and subjectively involved with her students. She must be clearly aware of the student's cognitive, psychomotor, and affective needs but she must be able to portray empathy and personal concern while servicing these needs.

A RRT who possesses "master teacher" skills and personality characteristics which allow her to work closely and confidently with everyone concerned, provides the central force for a successful Resource Room program. Therefore, school administrators should carefully consider the desired effect of the Resource Room program when hiring a RRT, and should staunchly support her when she implements the program.

Aides

Resource Room programs provide services to individual students or to small groups of students with similar needs. Most provide direct service to 15 - 25 students daily, all of whom require extensive individual attention. In order to service these needs, aides are frequently used.

Aides fall into several classes: paid adults, volunteer adults, and peer tutors. The latter may be enrolled in a high school program which provides course credit for practical application of child study principles, or may be classmates of the special student.

These students provide a valuable service to the Resource Room program while enriching their own repertoire of skills. As peers, they have the ability to establish a close relationship with the students they tutor. They are able to discover the peculiar interests of their charges and to suggest appropriate changes in materials and techniques to the RRT. The result is an educational plan uniquely geared to the needs of the special student.

Resource Room programs, however, generally employ paid adults to extend the services of the RRT. Such aides are used to prepare materials, follow up students in the regular classroom, and implement carefully detailed instructional plans with individual students. Their usefulness to the overall program is obvious.

The addition of a qualified adult to the program (many extend their skills by attending courses at community colleges), allows the RRT the flexibility to provide service to the RCT on a needs basis. Time for helping RCTs to modify curriculum, for diagnosis of students' strengths and weaknesses, for materials preparation, and for team teaching is made available. RCTs and handicapped students receive supportive service while the tutorial and remedial activities of the program continue. The school wide effect is immediate and significant.

If finances are a problem, volunteer aides may be solicited and trained by the RRT. Such aides assume responsibilities commensurate with their ability. Frequently, RRTs will train several volunteers who offer their services for an hour or two a day. Although scheduling can be a problem, the addition of an efficient aide is usually worth the extra planning time. Furthermore, as time passes, aides become more skillful and, therefore, require less supervision and instruction.

All aides should receive on-the-job training in educational procedures and child development concepts. In return, they should realize a responsibility to the Resource Room program which includes punctuality, loyalty, and cooperation. Additionally and more importantly, confidentiality of information should be practiced at all times.

Any benefits which result from the use of aides will be worth the RRT's efforts. Ideally, the program will utilize its aides in such a manner as to provide increasingly effective service to the RRT, the handicapped student, and the overall school program.

Chapter IV: Staff Relations

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STAFF RELATIONS

Most Resource Room Teachers (RRTs) and Teacher Consultants (TCs) are forced by the very nature of their roles to work closely with administrators, teachers, parents, and supportive staff members. In many cases, the RRT must affect a change in the philosophy of the general education staff toward Special Education students.

Generally, this change must begin with the RRT establishing rapport with the staff, because only when she is accepted will Regular Classroom Teachers (RCTs) cooperate with the Resource Room program.

Under the self-contained, Educable Mentally Impaired model, RCTs freely referred underachieving students for special placement. The result was usually permanent removal of the student from general education.

With the Resource Room model, however, the RCT does not have this option. Students referred for diagnosis and possible placement, remain the responsibility of the RCT. If placement in the Resource Room is agreed upon, the student is not removed from the regular classroom. Instead, the student receives tutorial and/or remedial aid for short periods of time each day. This help may even be administered in the regular classroom. Therefore, the RCT retains responsibility for the student and, in most cases, must have help plan an appropriate educational program.

If students with special needs are to function in the regular classroom, the RCT must adjust the academic program to fit the student. Thus, a referral for Special Education or Resource Room placement implies indirectly, a request for help within the confines of the regular classroom. This then forces the RRT or TC to assume the role of a consultant (see Chapter VIII).

As in the case of all consultants, a large degree of interpersonal skill is essential. Classroom teachers must view the RRT as dependable and conscientious, a master teacher who possesses exceptional knowledge of students, educational techniques, and individualized materials, and a person who can transmit this knowledge to the RCT with empathy.

Techniques for Use with Building Principals

The process of creating the right impression with the staff can easily and effectively be initiated by the building principal. Adequate introduction of the Resource Room program, its goals and procedures, and of the RRT's services can establish a solid foundation for the program. From this basis, however, the RRT must adopt a program aimed at securing good staff relations. What the program is and how it functions depend on the style and size of the staff, but it will undoubtedly require varying degrees of communication. For only when communication is functioning satisfactorily can the program operate effectively.

Whenever possible, personal contact should be the desired form of communication. This is especially important when keeping the principal and other administrators informed of students' successes. Techniques useful for meeting this goal include:

1. Weekly visits with the princiapl to discuss programs and students.
2. Ongoing visits by the principal to the Resource Room in order to view the program in progress.
3. Presentation of test results, students' worksheets, and other objective evidence of progress.
4. Parental pleasure with student's success expressed to the administration.
5. Classroom Teacher pleasure expressed to the principal.
6. Posting of monthly schedule of case load in student-hours where administrators can study it. (Student hours indicates total time each student is in the Resource Room per week).

Techniques for Use with Classroom Teachers

These attempts at keeping the principal informed will have an overall benefit for the program, but it is still the RCT who must see the RRT as the professional on whom she can call when problems arise.

Most RCTs are relatively secure in their educational positions. As a result, they willingly seek help for their handicapped students, at least initially. It is the students of these teachers that the RRT should carefully service because they offer the greatest likehood of success, and this success will influence other RCTs to refer students with special needs. One technique which

RRTs usually find effective is to cultivate these initial referrals by making requests of the RCT which are easy to fulfill and by reinforcing them continuously. Much reinforcement by the RRT will be required at first, but eventually positive feedback in the form of the student's social and academic growth will take over and the RCT will generate her own reinforcement. Gradually, the RRT can fade out direct service, as training procedures she uses with the RCT take hold. The RCT should, however, always be aware that Resource Room services are available when needed.

If this procedure is successful, the Classroom Teacher will spread the word. Other teachers may then be encouraged to seek RRT service. Initial successes generalize not only to other RCTs but also to all the students in the classroom. This latter phenomena occurs because one successful experience usually results in a new outlook on the part of the RCT. She begins to identify other students with problems, some of whom she will refer to the RRT and some for whom she will individualize within the classroom. All of this occurs as a result of the training provided by the RRT. Therefore, initial success is critical and RRTs should begin their attempts to influence the staff by starting with situations and teachers which have the best chance of succeeding.

Another method which helps build status for the Resource Room program is for satisfied parents and teachers to express their feelings to administrators and school board members. This feedback system allows the administration to realize the worth of the original decision to establish the program. Indirectly and directly, the RRT will benefit from this public relations move.

Perhaps the most effective positive feedback for the program is the student, himself. His successes will translate into new control over his behaviors in the classroom, academic growth, and positive attitude toward school. This will be obvious to everyone concerned and will add status to the Resource Room program.

Not all RCTs will be convinced that this program is worthwhile. Some will probably never change no matter what the RRT does, however, there is some logic to keeping the lines of communication open and constantly exposing the services

and successes of the program. At some time these RCTs may become so desperate that they will seek help from the RRT, even though they may originally have been opposed to the Resource Room concept.

Awareness of the program also eliminates confusion and criticism. The RRT who walks through the halls when everyone else is teaching will guard against unfair gossip by letting everyone know ahead of time that a flexible schedule is necessary if she is to work directly with RCTs. Therefore, common sense requires the RRT to be open about her services and to keep everyone informed of her responsibilities and techniques for handling them. Some techniques for meeting this goal are:

1. Posting a schedule of students assigned to the program, amount of time used for servicing them, and total amount of hours involved in consulting and materials preparation. This roster should be displayed in the teachers' lounge and updated monthly.
2. Scheduling RCTs into the Resource Room for an hour each month in order to demonstrate how the program works. If the RCT's class can be covered by the RRT's aide, this is most effective.
3. Establishing and/or coordinating the student's performance objectives with the RCT.
4. Requesting the RCT to visit her students in the Resource Room so that the RCT can get some ideas concerning techniques which are effective. Performance objectives can also be revised at this time.
5. Allowing the RRT to exchange teaching assignments with the RCT so that each teacher can gain a better understanding of the other's role.
6. Sending samples of the student's work to the RCT with notations. This helps the RCT to know where the student is at all times and to request changes in the program.
7. Team teaching with the RCT, especially at the secondary level in classes where there are large numbers of Special Education students.
8. Administer RCT's tests to special students on an individualized basis and in a manner which offers the student the best chance for success.
9. Preparing or supplying special materials for use in the regular classroom.

At the secondary level, RCTs frequently restrict their interactions to those teachers instructing within the same discipline. Therefore, RRTs may attend area or curriculum meetings on a regular basis. Not only will this allow the RRT to communicate with a group of RCTs, it will also keep the RRT aware of current practices in the various subjects, a task which can be overwhelming to a secondary RRT.

Techniques for Use with Supportive Staff Members

Supportive staff members such as the School Social Worker, the Counselor, Reading Specialist, Speech Therapist, and the School Psychologist can be a wealth of support to the RRT and, generally, possess important information about students. RRTs should cultivate good working relationships with these personnel. One logical technique for doing this is to request information from them and to incorporate their suggestions in the educational plan whenever appropriate Every attempt should be made to include them in the decision making process and perhaps in team meetings. Naturally, they will appreciate being kept informed of the student's progress. Therefore, the RRT should encourage itinerant staff members to drop in weekly and should visit the permanent staff members as often as necessary.

There is a natural overlapping of services offered by the RRT, the Reading Specialist, and the Speech Therapist. Sharing of students is frequent and, thus, there should be sharing of materials and ideas. Performance objectives should be jointly reviewed to coordinate services. A close relationship between these three specialists will also reduce antagonisms concerning territorial rights. Since the RRT is assumed to have some consultative skills and since she is probably the newest faculty members, it is her duty to open the lines of communication. Inviting the supportive staff members into the Resource Room to examine materials or to discuss procedures is the easiest way to begin. In most cases, understanding will lead to cooperation and the student will benefit from twice as much individualized attention.

Once the RRT establishes a good working relationship with the administration, RCT, and supportive staff, these personnel will be more accepting of the Resource Room concept. As the program demonstrates success, these personnel will be forced to review their ideas of Special Education and to change their philosophies where necessary. The result of good staff relations then is better education for the handicapped student, the ultimate goal of the Resource Room program.

Chapter V: A Structured Classroom

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A STRUCTURED CLASSROOM

Resource Rooms should be flexible enough to handle a variety of different needs at any given time. Therefore, a carefully engineered structure is appropriate.

Layout

At least three different areas should be specifically defined: (1) an individual study area, (2) a group study area, and (3) a reinforcement area. A fourth area to handle time-out situations may also be established. One other area which should be planned is a section for the teacher and/or paraprofessionals to work.

The individual study area should include 3 to 8 study carrels. If carrels are not available, single desks can be physically separated through the use of large pieces of cardboard or any similar material. The idea is to tone down visual and auditory distractions so that the student can concentrate on the task. Gradually these stimuli can be re-introduced in order to condition the student to their presence.

Individual carrels may also act as listening centers through the use of head sets, tape cassettes, language masters, etc. Programed machines may also be set up in carrels. When establishing centers using this type of equipment, be sure to consider the location of the electrical outlets.

Since students will be working on materials programed for them, individual boxes, envelopes, or open files should be situated near this area. In this way students can pick up their own materials as they enter the area.

Group study areas should include table and chair arrangements suitable for handling several small groups. In an elementary setting, chairs should be of various heights. Bulletin boards and blackboards should be in close proximity and portable ones may serve as dividers to separate these groups from the other students. Learning games should be stored nearby.

The reinforcement area may revolve around an area delineated by a rug and may include more relaxed furniture such as overstuffed chairs, cupboards, and bookcases in order to decrease the traditional "school-room" look. This area should be easily visible and may include appropriate magazines, books, games, and in some cases, a store from which students may "buy" their rewards. The student should enter this area without associating it with feelings of past failures or difficulties.

If a time-out area is called for, it should be an area physically isolated within the classroom. A corner of the room with only a chair is generally acceptable. Sometimes an effective technique is to set up this area near the reinforcement area. This allows the student in the time-out area to view the rewarding situations from which he is being restricted.

Since most of the lessons presented in the Resource Room are individualized, materials preparation is an ongoing process. This necessitates a work area separated from the actual learning environment by dividers. Such a space for the teacher and paraprofessionals may include a teacher's desk, chair, file cabinet, work table, and storage space. Having this area segregated from the rest of the room allows the staff a place to work without having the learning areas cluttered with materials being organized.

Equipment

Resource Rooms vary in the kinds and amounts of physical plant equipment, however, the following items are frequently found:

Normally supplied by principal as standard equipment --

- 3 - 8 study carrels or large 3-sided cardboard sheets
- 5 - 8 individual desks and chairs
- several blackboards
- several bulletin boards
- bookcases of various sizes
- Some of the above may serve double purposes by being used to divide the room into separate areas.
- 1 - 3 large tables
- 4 - 12 chairs of varying heights
- file cabinets for the RRT's materials
- 1 large cabinet for storing A-V equipment

Normally supplied by RRT --

an area rug

overstuffed chairs

open files, boxes, or shelves -- one for each student -- stackboxes or individual corrugated drawers

Hardware which many RRTs usually find helpful include:

cassette recorder

listening centers (headsets)

record players

opaque projectors

individual filmstrip previewers

language masters or audio flash card readers

tachistoscope

controlled readers

overhead projector

Other items to keep in mind when planning the room's organization include the availability of electrical outlets, facilities for storage of materials, areas for quiet activities, and space for gross motor skill development. Adequate lighting and ventilation should also be considered.

Dividing the educational setting into a number of appropriate areas is especially important in the Resource Room program for a number of reasons. It allows:

1. The RRT to provide educationally handicapped students with the structure most have not incorporated in their learning style.

2. The Resource Room to function as a variety of individual learning environments appropriate for many students with special needs.

3. The student to connect positive reinforcement with learning - a technique which is frequently lost in the large, regular classroom situation.

For more information, those interested may read Frank Hewett's The Emotionally Disturbed Child in the Classroom.

Included on the following pages (Figures 1, 2, and 3) are floor plans which demonstrate efficient structure.

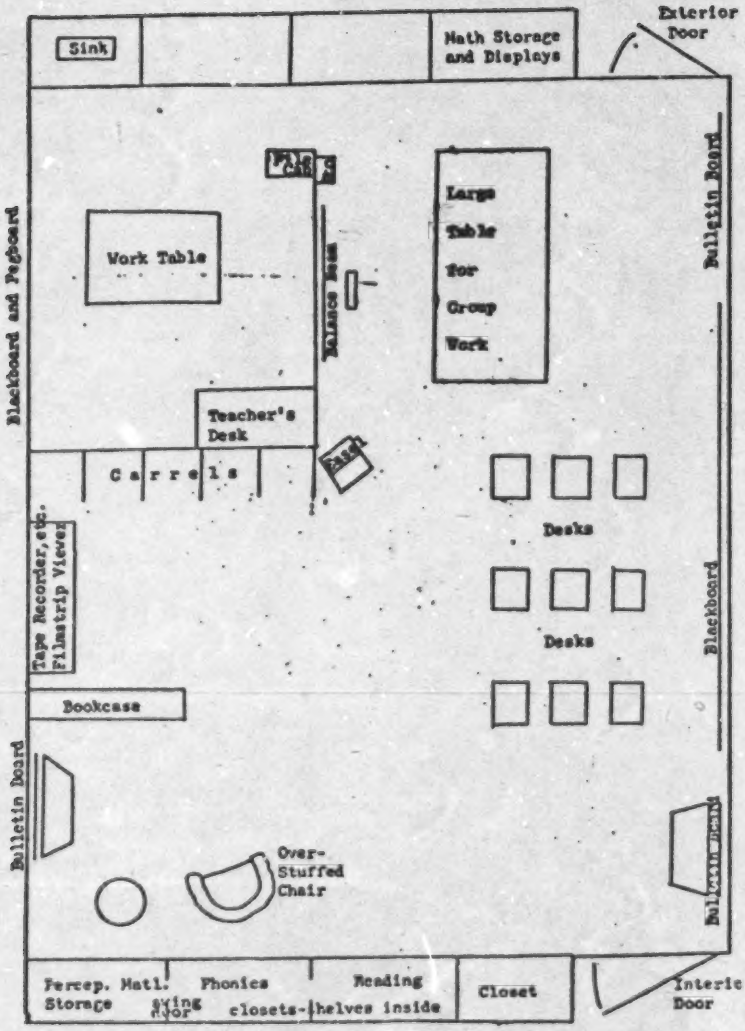

Figure 1

* room is fully carpeted.

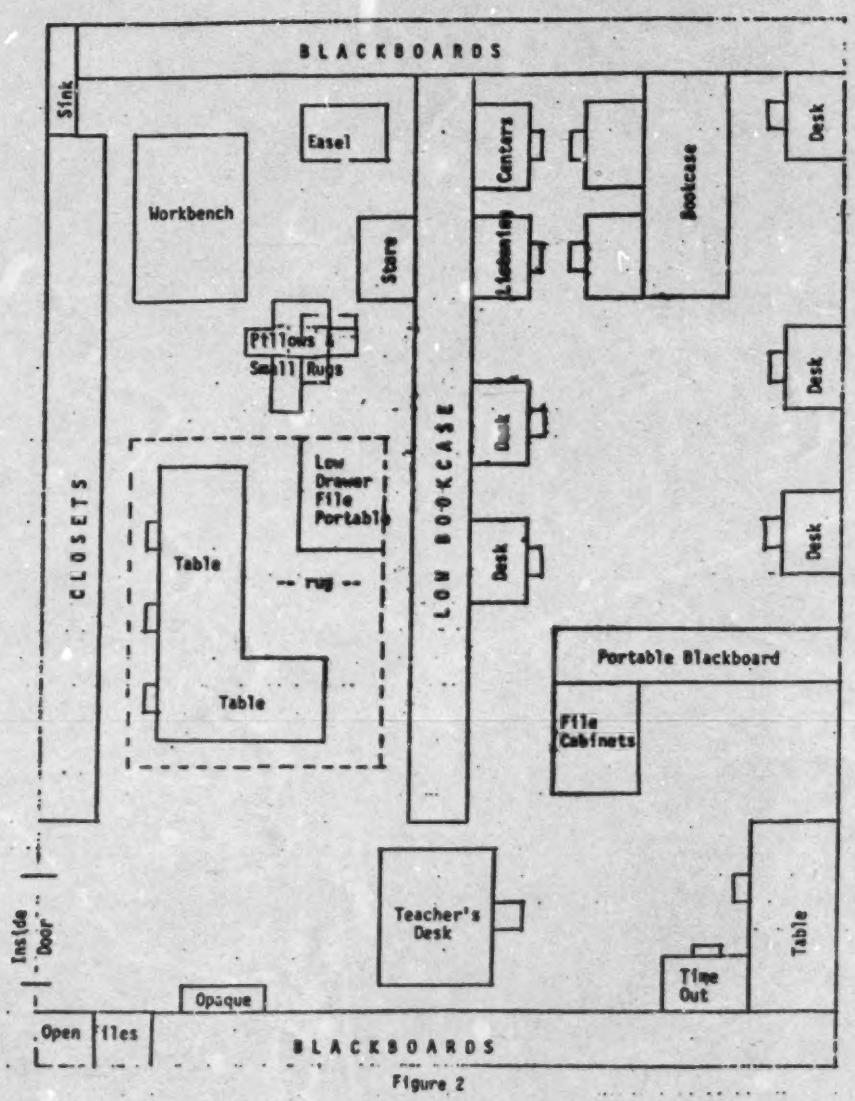
BLACKBOARDS
Sink
Easel
Centers
Bookcase
Desk
Workbench
Stove
Pillows &
Small Rugs
Desk
CLOSETS
Low Drawer File Portable
Table
-- rug --
LOW BOOKCASE
Desk
Desk
Portable Blackboard
Table
File Cabinets
Teacher's Desk
Table
Time Out
Inside Door
Opaque
Open Files
BLACKBOARDS

Figure 2

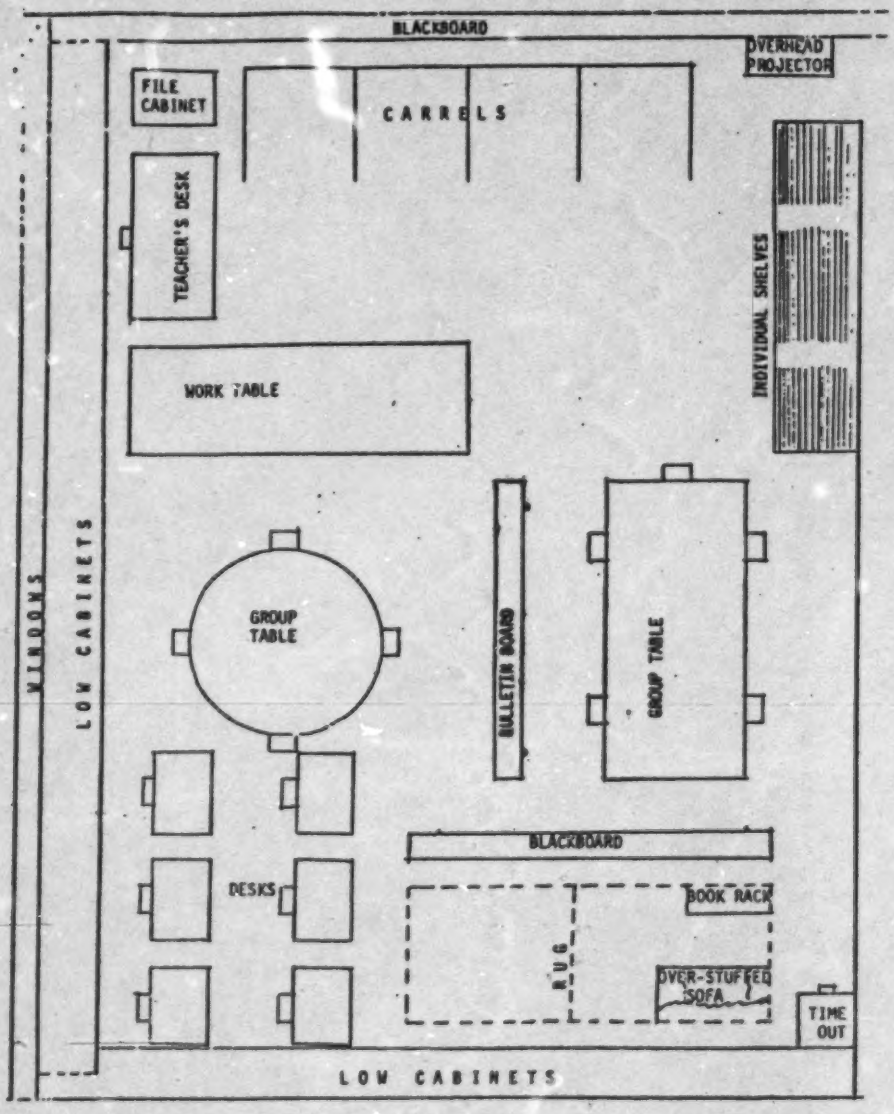
BLACKBOARD
OVERHEAD PROJECTOR
FILE CABINET
CARRELS
TEACHER'S DESK
INDIVIDUAL SHELVES
WORK TABLE
WINDOWS
LOW CABINETS
GROUP TABLE
BULLETIN BOARD
GROUP TABLE
BLACKBOARD
DESKS
BOOK RACK
RUG
OVER-STUFFED SOFA
TIME OUT
LOW CABINETS

Figure 3

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DIAGNOSIS

In this chapter, the diagnostic duties of the Resource Room Teacher (RRT) are discussed and a rationale for creation of specific informal tests is presented. Testmaking procedures and generally accepted norms are suggested and, in some cases, examples are provided.

Areas covered are, generally, more appropriate for diagnosing strengths and weaknesses in elementary level students. However, this is not an oversight. Most older students with learning problems actually demonstrate severe reading disabilities. In other words, no matter what the original problem, the high school student usually needs remediation in basic reading skills or tutoring in subjects which require difficult reading material. Furthermore, older students do not have extensive amounts of educational time to devote to remediating primary level weaknesses. Besides this, they have already learned to compensate for most disabilities by using more effective sensory channels for gathering information. Finally, they are mainly interested in passing required courses in order to graduate.

RRTs and Teacher Consultants (TCs) diagnosing learning problems at the secondary level should consider the real needs of the student and the amount of time available. This will determine the learning areas which should be investigated and remediated or tutored. If diagnosing learning difficulties at this level is necessary, appropriate tests can easily be created from the ideas suggested in this chapter. Additionally, the reading, spelling, and math tests outlined in this chapter, cover basic skills which are applicable no matter what the student's age or grade level.

Ideas for diagnosing strengths and weaknesses in various learning modality combinations are presented in this chapter. Specific tests are not included because the most practical tests are those based on the text books used by the Regular Classroom Teacher (RCT). RRTs and TCs should create short individualized tests just as they create individualized learning prescriptions.

RRTs who establish performance objectives for their students, frequently discover that standardized tests do not adequately measure students' growth. These test guidelines and suggestions, based on the concept of criterion reference testing, are presented in an effort to fill the void. Such test results allow the RRT to discuss students' strengths and weaknesses as they directly relate to the RCT's curriculum. This is possible because test items are drawn from texts which the RCT is using with the student.

Each grade level series of tests requires only 8-12 verbal or auditory items. With some forethought, a Peabody Language Development Kit, two testsheets, and a selection of small toys, the RRT can easily pinpoint the more obvious areas of perceptual difficulty. testsheets created from students' basal reading texts can be used with other students functioning at the same reading level. Besides demonstrating student's learning styles, test data may be used for post testing. In this manner, RCTs can see the student's accomplishment as it directly relates to classroom curriculum--a practical approach to diagnosis.

Additionally, suggestions for tests of phonics, word recognition, and reading comprehension are presented. However, specific tests for spelling and arithmetic (computation) are included in the chapter because most spelling and math texts cover the same sequence of basic skills.

Suggestions are presented for observation of behavior and for diagnosing difficulties in the following learning modalities and subject areas:

Visual perception with motor output (no memory)
Visual perception with verbal output (no memory)
Visual perception with motor output and memory
Visual perception with verbal output and memory
Auditory perception with motor output and memory
Auditory perception with verbal output and memory
Phonics-including auditory discrimination and blending
Reading-including word recognition and comprehension
Spelling-Levels I and II
Arithmetic (computation)-addition, subtraction, multiplication, division; whole numbers, fractions, decimals

Rationale

Throughout this Handbook, the term DIAGNOSTICIAN refers to the RRT. Precedent for this role can be found in the use of Diagnostic-Prescriptive teachers in the Continuum Schools in Maryland. Since RRTs and TCs are intimately familiar with the needs of handicapped students, they are more likely to create realistic diagnostic tools.

Since all students possess preferred learning approaches, diagnosis is the initial step in planning effective educational objectives. This is particularly true when teaching students with special needs. Diagnosis is the process, whereby, the strengths and weaknesses of a student are determined so that appropriate

educational planning can result. It implies careful accumulation of facts and thorough evaluation of results before an educational prescription is written and prior to choosing instructional materials and techniques.

Diagnosis should begin with an hypothesis based on the Regular Classroom Teacher's (RCT's) observations and anecdotal records, and should include examples of the student's work. If a RCT is not adept in observational skills, Resource Room Teachers or Teacher Consultants must train them, since information from this source is a natural prerequisite for appropriate Special Education referrals. Involvement in this process allows RCTs to function as valuable members of the educational planning team, encourages confidence in their ability to pinpoint problems, and shortens the actual testing time for diagnosticians.

Such an approach assumes the RRT or TC possesses observational and consultative skills. RRTs or TCs must also possess knowledge of a variety of informal and non-standardized formal instruments; must be capable of administering the tests with ease; and should be proficient in interpreting the results.

If RCTs can provide accurate information, the diagnostician can form an hypothesis concerning the student's difficulties. This will allow testing to begin at the highest possible level, thereby eliminating excessive time in the testing situation; time which is frequently frustrating to the student and inefficient for the RRT or TC.

The RRT or TC generally should be responsible for the working diagnosis because:

(1) Students respond better in a testing situation when the tester and environment are familiar.
(2) The RRT or TC can base the diagnosis not only on what the student did in the testing situation, but also on the subtle changes in behavior which the student evidences during testing.
(3) Prescriptions based on first-hand information are generally more effective than prescriptions based on someone else's notes.
(4) Ongoing evaluation in the form of pre/post testing on specific performance objectives is an important consequence of the original diagnosis.

Diagnosticians working in the Resource Room model are most interested in finding the student's highest level of achievement in various cognitive, perceptual, and psychomotor areas. They are not interested in labeling students with unessential titles or in information which must be inferred from the

more formal standardized instruments administered by School Psychologists. Instead, they rely on observations and the more practical informal tests based on the local school curriculum and on individual achievement tests. They may also include informal assessment of various psychomotor and perceptual skills (visual, auditory, and tactile/kinesthetic) related to the cognitive areas tested.

Since an initial diagnosis may result in a detailed educational prescription, some of the informal techniques suggested in this chapter may also be used during the pre/post testing stages. The chapter on prescriptive teaching (see Chapter X) explains the importance of building such evaluative steps into a series of educational goals and objectives. RRTs and TCs already familiar with this process should introduce these or similar assessment techniques to the RCT. In this way, the educational plan, based on the initial diagnosis, is updated continuously.

OBSERVATION

Rationale

Observation is a critical component of diagnosing strengths and weaknesses. Careful observation can substitute for several hours of testing and can provide information of a more practical nature. Most thorough diagnoses, however, are based on some combination of both observation in the natural environment such as the classroom, and results based on diagnostic testing.

Following a referral by the RCT, the RRT should specify the need for observing the student both in and out of the classroom. The usual procedure is for the RRT to unobtrusively slip into the back of the classroom and quietly watch the class functioning. The intent is to have the student remain unaware that he is the subject of the observation. At no time should the RRT participate in the class activity. This procedure should be repeated several times until the required information is accumulated.

Observations should be done over several days or weeks and should encompass several school settings. The behavior observation worksheet which follows, allows the observer to record information from a number of areas which might be pertinent to the educational plan. These areas were chosen because they can easily lead to educational intervention techniques and lend themselves to efficient organization of data.

This worksheet should be employed by the RRT following the referral and prior to actual diagnosis. It should be filled out as the observer notes specific behaviors in the student. When these behaviors are recorded, special attention should be paid to preceding and resulting events and to the behaviors of involved peers and adults.

Name of Student:_____ Date:_____

Grade:_____

Teacher:_____

OBSERVATION OF BEHAVIOR WORKSHEET

Motor:

Handedness (left, right, undecided, etc.)_____

_____

Paper/pencil position (paper not slanted properly, pencil not held correctly, etc.)_____

_____

Fine motor ability (difficulty, writing, coloring, cutting, copying, etc.)

_____

Gross motor ability (awkward walking, running, doesn't participate in playground grames, etc.)_____

_____

Other_____

_____

_____

Language:

Quantity (doesn't speak, only responds to specific questions, answers with"yes" or "no", etc.)_____

_____

Quality (speech impediment, language disability, whispers, etc.)_____

_____

Other_____

_____

_____

Perception:

Tactile kinesthetic (experiences difficulty writing on board, has trouble completing puzzles, etc.)_____

_____

Auditory (needs oral directions repeated, inattentive during story time, etc.)

_____

Visual (can't match patterns, doesn't note important details in pictures, etc.)

_____

Other_____

_____

Behaviors:

Ability to Attend (daydreams, short attention span, etc.)_____

_____

Fatigue Factor (tires in early afternoon, requires more time to complete tasks, etc.)_____

_____

Organizational Ability (worksheets are confused, writing doesn't follow lines, etc.)_____

_____

Frustration Factor (gives up easily, won't try difficult tasks, etc.)

_____

Signs of Tenseness(holds pencil very tightly, frowns with concentration, etc.)

_____

Distractibility - hearing (attends to sounds in hall, others talking nearby,etc. instead of assignment) _____

_____

Distractibility - seeing (attends to students walking by, colorful pictures on walls, etc. instead of task)_____

_____

Functioning - in a group (works best with others, hides in group, etc.)

_____

Functioning - one-to-one (performs better with individual attention, hates to be singled out, etc.)_____

_____

Socialization Level (introvert, extrovert, leads others, etc.)_____

_____

Other_____

_____

Comments;_____

_____

_____

_____

_____

_____

INFORMAL TESTS OF SPECIFIC SUBJECTS

Once the student's primary learning mode is established, the appropriate subject areas may be assessed. Naturally, the diagnostician will only test those areas in which the student has some functional knowledge. For example, kindergarten students would not be tested for reading skills.

Included in this section are suggestions for informal tests of phonics, reading word recognition, reading comprehension, spelling, and arithmetic. All are diagnostic in nature and are intended to supply the RRT or TC with information about the student's strengths and weaknesses. Based on these types of information, effective educational prescriptions can be created and appropriate changes in the classroom curriculum can be suggested.

It may also be helpful to occasionally estimate grade level expectancy for certain students. Therefore, a formula proposed by Bond and Tinker is suggested.

$$\text{Grade Expectancy} = \frac{\text{Years in School} \times \text{I.Q.}}{100} + 1.0$$

According to this formula, the student's grade level expectancy can be estimated by multiplying the number of years he has been in school by his intelligence quotient, dividing by 100 and adding 1.0. The resulting figure will represent the grade at which the student can realistically be expected to function. Students who function 25% below expected achievement levels are experiencing significant difficulty.

Informal Phonics Tests

In order to test pre-reading skills, the student's knowledge of phonics must be surveyed.

Letter Sound Recognition

One easy technique to establish the student's ability in this area is to make a series of flash cards, one for each letter of the alphabet. Additional cards should be made for:

consonant diagraphs - sh, th, wh, ch

consonant dipthongs - ay, oy, ee, oi, oa, ea, ai

Students will also need a pencil and paper or blackboard and chalk. Any or all of the following procedures may be used with the cards.

1. Visual perception with verbal output and memory. Show consonant cards to student one at a time. Ask student to name letter. Note which letters now known.

2. Auditory perception with verbal output and memory. Say sound of consonant. Ask student to name letter which has that sound. Note letter/sounds not known.

3. Visual perception with verbal output and memory. Show consonant cards one at a time. Ask student to give sound which goes with letter. Note sound/letters not known.

4. Visual perception with verbal output and memory. Show vowel cards one at a time. Ask student to say long vowel sound that goes with letter. Note errors.

5. Visual perception with verbal output and memory. Show vowel cards one at a time. Ask student to say short vowel sound. Note errors.

6. Auditory perception, with verbal output and memory. Say the short vowel sounds. Ask student to give letter that makes sound. Note errors.

7. Visual perception with verbal output and memory. Show consonant diagraphs and consonant diphthongs cards one at a time. Ask student to give sound for each. Note errors.

8. Auditory perception with motor output (writing) and memory. Say consonant sounds. Ask student to write letter that makes sound. Note errors.

9. Auditory perception with motor output (writing) and memory. Say short vowel sounds. Ask student to write letter that makes sound. Note errors.

Auditory Discrimination

Since phonics depends so heavily on the ability to discriminate sounds, many diagnosticians include a subtest in this area. Auditory discrimination may be tested by having the student turn away so that he cannot see the tester's mouth. A series of two identical or similar words are spoken and the student notes if they're the same or different. Usually the vowel sounds are varied in the following manner:

fat - fit	sit - set
hot - hat	pick - pick
but - bat	tan - tin
cut - cut	ten - tan

Blending

A short test of blending skill may also be included. Such a subtest can easily be created by using compound words, single syllable words, and multi-syllable words. The diagnostician should say the words in sections and ask the student to put the sounds together and make the word.

For example:

moon - light	s - ink
see - saw	c - at
sand - man	th - ing
grand - father	af - ter - noon
can - dle	com - fort - a - ble
sand - wich	

Results from this group of subtests will provide information about the child's learning style and about the word units which need remediation. Significant weakness in auditory discrimination should be investigated by requesting a more formal auditory discrimination test and a thorough hearing examination. Inability to blend sounds together will cause difficulty in learning to read if phonics is the primary approach. Blending sounds exercises should be introduced to the student. If, over time, they prove ineffective, a different reading approach such as Language Experience or Linguistics should be considered.

Informal Reading Tests

The best reading tests are those prepared from basal reading series in use in the classroom. RRTs and TCs can easily prepare these tests over time, as the need arises. Test results can provide practical information for remediation in the Resource Room and the tests themselves may be used by the RCT as criterion-based material.

Reading tests should cover two specific areas: word recognition and reading comprehension. However, the first step in preparing either test is to check the readability level of the book being used to determine if it is a first, second or third grade text. Above third grade, a readability check should be run on each story or chapter in the book. Fry's Readability Formula (see page 50) can be applied quickly and will provide an accurate grade level.

Word Recognition

In order to compose a word recognition test for grades one through three use every 20th word from the glossary of the student's basal reader. One book at each level should be used so that this test includes several grade level columns. List the words in column form, 10-20 per column, double spaced. Omit proper names. Leave two short blank lines to the right of each word

For example: Primer

Word	Timed Response	Delayed Response
shoe	____	____
hat	____	____
happy	____	____

Use two index cards to cover the words. Expose each word for one second and place a check on the first line (timed response), if the student correctly identifies the word. If he misses the word, come back to it later and expose it for 5 - 10 seconds. If he correctly identifies the word this time, put a check on the second line (delayed response).

Words correctly pronounced the first time indicate inclusion in the student's sight word vocabulary. Large amounts of sight words demonstrate strong visual memory. Words correctly pronounced the second time, indicate word attack skills used by the student. Large amounts of correct words in the column generally indicate good phonetic ability and strong auditory discrimination (the ability to sound out and blend together individual letter sounds).

When 10% of the words are missed in any one reading level, the student has reached his level of frustration and he will be unable to function with that grade level reading test. RRTs should begin remediation at the next lower grade or instructional reading level.

Reading Comprehension

In order to compose a reading comprehension test, two paragraphs will be needed from each grade level. (Be sure to check the readability level of the material using. Fry's Readability Formula is included on Page 50).

Selections of 50 words are appropriate for PrePrimer and Primer levels; 75 words are suitable for Primary level books; and 100-200 words are required for Intermediate levels.

One paragraph at each grade level should be presented to the student for silent reading. Written questions should accompany each selection and students should respond to them in writing.

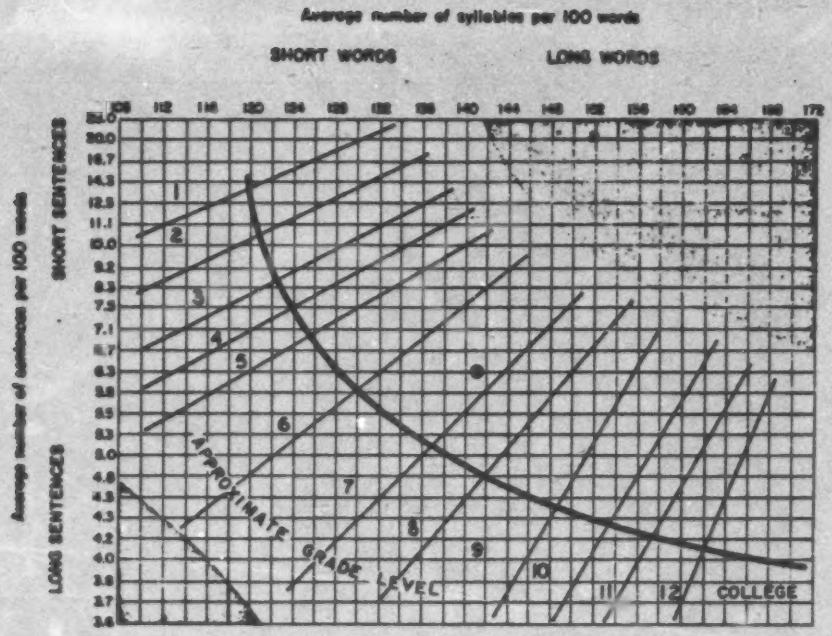
The second paragraph should be read to the student and with questions read so that the student can respond orally.

Questions for grades one and two should be literal in nature and, as the grade levels increase, questions should gradually become more critical. At the sixth grade level and above, most of the questions should be critical. Five to ten questions is a suitable sample.

Answers to the oral reading paragraphs indicate listening comprehension ability at the reading level tested. Failure on more than 25% of the questions demonstrates significant weakness in understanding material presented primarily through the auditory channel.

Remediation in the area of reading comprehension should begin at the highest grade level at which the student correctly answered 75% of the questions. This level of functioning is designated the Instructional Reading Level . Changes or readjustment in the methodology being used to teach reading can be implemented in the Resource Room or appropriate suggestions may be made to the RCT or Reading Specialist.

Fry's Readability Formula



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

ADDITIONAL DIRECTIONS FOR WORKING READABILITY GRAPH

1. Randomly select three sample passages and count out exactly 100 words beginning with a beginning of a sentence. Don't count numbers. Do count proper nouns.
2. Count the number of sentences in the hundred words estimating length of the fraction of the last sentence to the nearest 1/10th.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100.
4. Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found, putting more sample counts into the average is desirable.

Informal Spelling Tests

Spelling tests should be based on words learned in the student's basal reading series. If a specific spelling text is used in the classroom, it may function as the basis for the diagnostic spelling test.

Words should be divided into specific groups according to phonetic rules so that mistakes can easily be analyzed. Remediation of spelling errors can then be easily affected. A sample copy of a diagnostic spelling test follows.

Directions for Diagnostic Spelling Test

Give list 1 (see page52) to any pupil whose placement is second or third grade
Give list 2 (see page53) to any pupil whose placement is third grade.

Grade Scoring, List 1:

Below 15 correct: Below second grade
15-22 correct: Second grade
23-29 correct: Third grade
Any pupil who scores above 29 should be given the List 2 Test.

Grade Scoring, List 2:

Below 9 correct: Below third grade
9-19 correct: Third grade
20-25 correct: Fourth grade
26-29 correct: Fifth grade
Over 29 correct: Sixth grade or better
Any pupil who scores below 9 should be given the List 1 Test.

Scoring for Diagnostic Spelling Test

Errors are analyzed according to each list (see pages 54-55).

List 1

	Word	Illustrative Sentence
1.	tan	- Bill has a nice tan.
2.	let	- Please let me eat here.
3.	fit	- The hat doesn't fit.
4.	not	- It is not very cold outside.
5.	cut	- The knife is too sharp to cut.
6.	coat	- The new coat costs too much.
7.	train	- The boy received a new train for Christmas.
8.	line	- He drew a line across the board.
9.	bike	- Jane has a red and white bike.
10.	sound	- The radio made a scratchy sound.
11.	down	- The rain came down suddenly.
12.	moon	- The moon passed behind the cloud.
13.	food	- The store sold food and clothing.
14.	very	- She came home very late.
15.	happy	- Babies are usually happy.
16.	kept	- He kept the door open.
17.	candy	- Children love candy.
18.	where	- Where do you live?
19.	these	- These are my gloves.
20.	throw	- Can you throw the ball?
21.	such	- The room was such a mess.
22.	thing	- What is that thing?
23.	ball	- The ball was old and dirty.
24.	doll	- My doll is new.
25.	father	- Father is coming home.
26.	fatter	- The dog is fatter than the cat.
27.	boy	- My brother called the boy.
28.	may	- May we come in?
29.	little	- The ant is a little insect.
30.	one	- The first number is one.
31.	could	- He could not see the store.
32.	pretty	- Mary is so pretty.

List 2

Word		Illustrative Sentence
1.	shower	- An April shower helped the flowers grow.
2.	mouth	- Tom, open your mouth.
3.	wood	- Rain rots the wood.
4.	shoot	- Shoot when you're ready.
5.	white	- White is really a bright light.
6.	thirsty	- I'm thirsty and I need a drink.
7.	teach	- Can you teach me to dance?
8.	class	- The class was taking a test.
9.	jump	- She will not jump the track.
10.	jumps	- He jumps over the crack.
11.	jumped	- Last week he jumped the farthest.
12.	jumping	- We will have a jumping contest.
13.	sit	- Sit down here!
14.	sitting	- Are we sitting in the right spot?
15.	bite	- The cat can't bite me.
16.	biting	- Are you biting the ice cube?
17.	sturdy	- This chair is very sturdy.
18.	sturdiest	- It's the sturdiest chair in this house.
19.	light	- The sun makes the room very light.
20.	lighter	- This room is lighter than the others.
21.	lightest	- But my room is the lightest.
22.	grandfather	- We sent grandfather a card.
23.	moonlight	- The moonlight shone through the window.
24.	won't	- Won't you help?
25.	didn't	- I didn't see the car.
26.	fight	- The children don't fight.
27.	brought	- He brought his toys to the party.
28.	trample	- If you walk on the flowers, you'll trample them.
29.	because	- She seemed happy because of the test grade.
30.	laugh	- Can't you laugh about it?
31.	through	- Did you go through with it?
32.	against	- I'm against that idea.

Analyses of Spelling Errors

List 1

	word		element tested
1.	tan	---	short vowels
2.	let		
3.	fit		
4.	not		
5.	cut		
6.	coat	---	two vowels together
7.	train		
8.	line	---	vowel-consonant-e
9.	bike		
10.	sound	---	ow-ou spelling of ou sound
11.	down		
12.	moon	---	long and short oo
13.	food		
14.	very	---	final y as short i
15.	happy		
16.	kept	---	c and k spellings of the k sound
17.	candy		
18.	where	---	wh, th, sh, ch, and ng spellings and ow spelling of long o
19.	these		
20.	throw		
21.	such		
22.	thing		
23.	ball	---	doubled final consonants
24.	doll		
25.	father	---	er spelling
26.	fatter		
27.	boy	---	oy spelling of oi sound
28.	may	---	ay spelling of long a sound
29.	little	---	le ending
30.	one	---	non-phonetic spellings
31.	could		
32.	pretty		

Analysis of Spelling Errors

List 2

	word			element tested
1.	shower	]	---	ow-ou spellings of ou sound
2.	mouth	]		er ending, th spelling
3.	wood	]	---	long and short oo, sh spelling
4.	shout	]		
5.	white		---	wh spelling, vowel-consonant e
6.	thirsty		---	th spelling, vowel before r
7.	teach		---	ch spelling, two vowels together
8.	class		---	double final consonant, c spelling of k sound
9.	jump	]		
10.	jumps	]		
11.	jumped	]	---	addition of s, ed, ing; j spelling of soft g sound
12.	jumping	]		
13.	sit	]	---	addition of ing after consonant-vowel-consonant combination, doubling consonant
14.	sitting	]		
15.	bite	]	---	dropping final e before ing
16.	biting	]		
17.	sturdy	]	---	changing final y to i before ending
18.	sturdiest	]		
19.	light	]		
20.	lighter	]	---	er, est endings
21.	lightest	]		
22.	grandfather	]	---	compound words
23.	moonlight	]		
24.	won't	]	---	contractions
25.	didn't	]		
26.	fight	]	---	silent gh
27.	brought	]		
28.	trample		---	le ending
29.	because	]		
30.	laugh	]	---	non-phonetic spellings
31.	through	]		
32.	against	]		

Suggestions for handling strengths and weaknesses in spelling are included in the tests of visual and auditory perception (see pages 62 - 76).

Informal Arithmetic Tests

An informal diagnostic arithmetic test should include enough examples of all four basic operations to permit the RRT or TC to write an effective prescription. Computation in both vertical and horizontal formats should be included since teachers frequently mix these types of problems. Fractions and decimals for intermediate level students may be tested, if appropriate, as well as various conversion factors such as inches to feet and pints to quarts.

The test maker should include examples from the math series in use in the classroom and should concentrate on skills needed to function at or below the student's appropriate grade level.

Be sure to include all the variations of the different problems,
For example:

horizontal addition with sums less than 5
horizontal addition with sums less than 10
horizontal addition with sums more than 10
vertical addition with sums less than 5
vertical addition with sums less than 10
vertical addition with sums more than 10
two column vertical addition - no carrying
three column vertical addition - no carrying
two column vertical addition - with carrying
three column vertical addition - with carrying
tens and ones plus ones - no carrying
tens and ones plus ones - with carrying
three column addition with all numbers in hundreds
etc.

An example of one possible format follows:

DIAGNOSTIC ARITHMETIC QUIZ

1 + 2 = _____

3 + 2 = _____

2 + 4 = _____

4 - 2 = _____

7 - 3 = _____

5 - 1 = _____

6	7	5
+ 2	+ 1	+ 4

6	5	3	13	17	24	20
- 3	- 4	- 0	+ 24	+ 61	+ 30	+ 43

---

2 x 3 = _____

4 x 2 = _____

3 x 3 = _____

31	24	42	38	27
x 3	x 2	x 4	- 16	- 15

76	28	61	132	109	860
			264	221	106
+ 5	+ 8	+ 9	+ 325	+ 290	+ 454

---

12 ÷ 3 = _____

6 ÷ 3 = _____

8 ÷ 4 = _____

5603	4091	6910	7213
- 2770	- 3718	- 3183	- 5324

$\frac{1}{2} + \frac{1}{2} =$ _____

$\frac{1}{5} + \frac{2}{5} =$ _____

$\frac{3}{6} + \frac{2}{6} =$ _____

$3\overline{)933}$ $2\overline{)843}$

$6\overline{)612}$ $8\overline{)168}$

$\frac{16}{8} =$ _____ $\frac{7}{8} - \frac{2}{8} =$ _____ $1\frac{2}{3} =$ _____ _____

$\frac{20}{10} =$ _____ $\frac{5}{6} - \frac{1}{6} =$ _____ $5\frac{1}{2} =$ _____

$4\frac{1}{2}$ hr. = _____ min.

$\frac{1}{2}$ yd. = _____ in.

$\frac{3}{4}$ yr. = _____ mo.

$2\frac{1}{3}$ doz. = _____

5 × 3 = _____

24 × 2 = _____

213 × 3 = _____

243 × 10 = _____

425 × 12 = _____

---

324 × 97 = _____

306 × 53 = _____

1327 × 214 = _____

1039 × 60 = _____

$$\begin{array}{r} 4\ 2/3 \\ 2\ 1/2 \\ +\ 5\ 3/6 \\ \hline \end{array} \qquad \begin{array}{r} 7\ 1/10 \\ 2\ 2/5 \\ +\ 6\ 3/10 \\ \hline \end{array}$$

2/3 of 33 = _____

4/5 · 15 = _____

6/7 x 14 = _____

---

32) 456

27) 934

60) 253

3/4 = ____/12____ 5/6 = ____/15____ 7/21 = ____/3____

$$\begin{array}{r} 4 \\ -\ 2\ 1/4 \\ \hline \end{array} \qquad \begin{array}{r} 7\ 1/2 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 6\ 2/4 \\ -\ 3/4 \\ \hline \end{array} \qquad \begin{array}{r} 8\ 3/9 \\ -\ 3\ 1/9 \\ \hline \end{array}$$

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4 x 6 1/3 = _____

4 1/3 x 2 1/2 = _____

6 1/2 x 3 2/4 = _____

5 4/10 x 6 = _____

3/5 ÷ 1/5 = _____

1 2/6 ÷ 3/12 = _____

3 1/7 ÷ 2 2/14 = _____

4 3/8 ÷ 3 4/7 = _____

$$\begin{array}{r} 3.0 \\ +1.9 \\ \hline \end{array} \qquad \begin{array}{r} 6.8 \\ +\ 1.9 \\ \hline \end{array} \qquad \begin{array}{r} 6.25 \\ \times\ 20.8 \\ \hline \end{array} \qquad \begin{array}{r} 40.3 \\ \times\ 2.96 \\ \hline \end{array}$$

3.2) 27

2.4) 7.2

25) .75

.60) .120

INFORMAL TESTS OF PERCEPTUAL SKILLS

Rationale

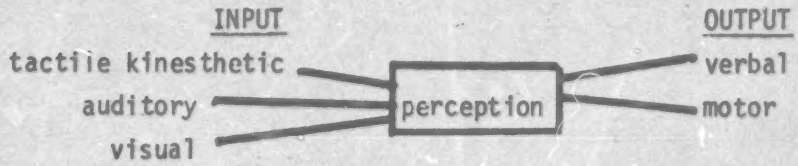
In the process of diagnosing perceptual disabilities it is important to realize that the areas actually being tested are the input and output channels. Input channels are those senses which carry information to the brain. Output channels are those physical functions which demonstrate information processed by brain. No one has yet learned how to test the actual interpretative and organizational process (perception) which occurs within the brain.

Information can be received (input) through the tactile/kinesthetic (touch, feel), auditory (hear), and visual (see) channels. Although there are several other channels, they are rarely used by RCTs.

Students demonstrate their knowledge by first recalling the information originally received through the input channels and then by expressing (output) their knowledge through the verbal (speak) and/or motor (do) channels.

Since the classroom situation generally involves a mixture of input and output channels, diagnosis should involve a mixing of channels. There are no methods available at this time to test absolutely pure channels for receiving or expressing information. Educational diagnosticians cannot measure information received by a student through his ears, for example, without having the student express that knowledge either verbally or motorically. Therefore, the newer diagnostic tests such as the Slingerland Screening Tests, Forms A, B, C, D incorporate a mixture of channels in imitation of the actual classroom setting.

Presented here are specific suggestions for diagnosing in this manner. These informal techniques are classified as visual and auditory perception (tactile kinesthetic is not discussed) and visual and auditory memory; however, the diagnostician should always keep the following diagram in mind.



Any combination of input and output channels is possible but the intermediate process, perception, takes place within the brain and, therefore, difficulties in this area cannot be diagnosed directly.

General Guidelines for Creating Perceptual Tests

As previously noted, this chapter will provide specific suggestions for creating tests based on the needs of individual students and the materials used by those students in the regular classroom. Since these tests can be quite short, their creation should not require extensive amounts of time. RRTs can design the necessary tests as the need arises and most will find that the results are readily accepted by RCTs because of the practical nature of the results. Such test data easily lends itself to discussion of students' strengths and weaknesses and leads to implications for classroom teaching.

When creating instruments to test specific perceptual areas, the diagnostician should plan a series of subtests to cover all possible aspects of the learning situation. For example, a test of one perceptual area should allow for a subtest involving no recall (memory), a subtest involving some element of short term memory (generally, less than 60 seconds lapse in time), a subtest requiring a verbal output, a subtest requiring a motor output, and combinations of each of the above.

The diagnostician should use tests appropriate to the child's demonstrated ability level (mental age). For example, younger students should be tested with concrete objects. Primary level students should be tested with primary skill items such as pictures, single letters, and single numbers. Intermediate level students should be able to handle abstract designs, words, and phrases.

Eight to twelve test items should be a suitable sample and 25% failure will indicate weakness in that learning modality or may indicate the need for a more thorough diagnosis.

It should be remembered that age or ability level used in most test norms refers to the student's mental age and not his chronological age. The school psychologist can supply this information to the RRT and help plot the student's strengths and weaknesses, relative to his level of ability, where necessary.

Informal Tests of Visual Perception

Visual Perception is the ability to interpret and organize information received through the visual channel.

Visual Perception with Motor Output (no memory)

This test covers school tasks such as matching identical pictures and words. Strengths and weaknesses in this area can be diagnosed by creating a test using items appropriate to the student's ability level. For example, when testing a third grader, words from his reading book should be used. Target words should be printed in boxes at the left side of the page. Words which appear similar and one identical word should be printed in a row to the right. Students should be required to circle or underline (motor output) the one which is identical.

Example:

boxes	hoxes	poxes	boxes	doxes
happy	heppy	hoppy	hippy	happy
was	was	saw	mas	sam

The test items should include variances in the beginning, middle, and final letters and should include choice words with inversions, reversals, transpositions, omissions, and substitutions.

This type of test can be adapted for preschool students by using a selection of actual objects laid out in the same format as the word test just described. The diagnostician can lay out one object in a circle drawn on the table. Four other items may then be laid out and the student should pick up (motor output) the identical item. Little plastic "dime store" objects may be used.

The items should start with easy selections varying only one attribute such as size. They should gradually increase in difficulty to include more attributes such as color and shape. Several publishers of educational materials offer items which are suitable.

In summary, this test should include:

1. Target words in boxes.
2. Response choices which vary beginning letters.
3. Response choices which vary ending letters.
4. Response choices which vary middle letters.
5. Response choices which include reversals, inversions, etc.
6. Response choices becoming increasingly more difficult

Strength:

Strength in visual perception with motor output (no memory) should be demonstrated by the student's ability to accurately copy items from a book or a nearby chart. The student may also evidence strength in spelling, especially if a multiple choice format is used. In simple mathematical computations, the student should have no difficulty if allowed to use counters.

Weakness:

In order to teach students with significant weaknesses in this area, visual perception with motor output (no memory), other input channels (hearing, feeling, etc.) should be used to introduce new concepts. However, all reviewing of material should be presented using a visual input-motor output in order to strengthen this area.

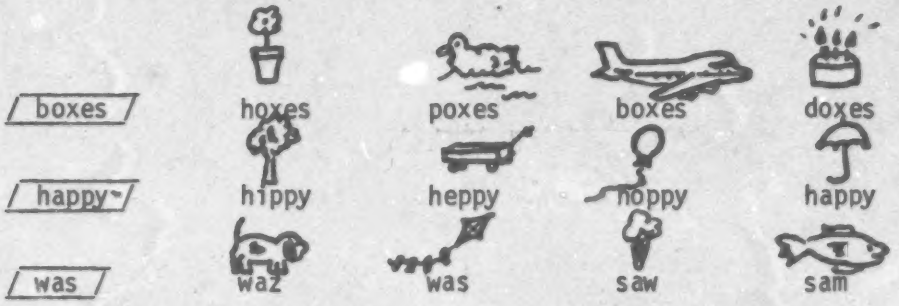
For example: Addition facts should be presented through the auditory channel (if it's stronger than the visual). This can be accomplished by using tapes and records. When the student has a good grasp of the facts, a study sheet requiring written answer should be introduced to accompany the tape, and finally, the tape should be removed and the student should be required to work on the study sheet strictly as a visual input-motor output task.

Visual Perception with Verbal Output (no memory)

Results of a subtest covering this learning mode will indicate strength or weakness in areas requiring students to attend to a visual input which remains in view and to respond with a verbal output. For example, students are able to discuss pictures and activities they are seeing at the time.

The format of this subtest can be similar to the previous visual subtests using objects, single letters, words, etc. appropriate to the student's ability level. However, since the response requires that the student <u>say</u> the answer, the test items should be coded in such a way that the student can identify the answer even if he can't read the test item.

For example:



Suggestions for the number of items which should be included in this subtest and the percentage needed to pass, are included in General Guidelines, page 61.

In summary, this test should include:

1. Target words in boxes.
2. Four similar response choices coded with familiar pictures.
3. Response choices becoming increasingly more difficult.

<u>Strength:</u>

Students who pass this subtest will probably do well in school tasks which require attention to details in pictures. Frequently these students will comprehend a story in a basal reader by studying the illustrations. If the student's language skills are good, he will probably do well in oral reading (at his mental age level) and, in fact, may prefer to talk about his experiences rather than complete written assignments.

Weakness:

If some weakness exists in this learning mode, Visual Perception With Verbal Output (no memory), material should be introduced using the stronger auditory channel and reviewed using the visual-verbal system.

For example: New vocabulary words can be introduced using the language master cards with heavy emphasis on auditory input (the recorded voice). Gradually, the voice can be faded out until the printed word is all that remains. Finally, the student should receive only the visual input (word on the card) and he should respond by recording his verbalization of that word (verbal output). This technique can also be used with single letters and numbers.

In general, weaknesses can be remediated by providing some auditory guide for the student to use until he becomes secure enough to phase out this crutch. This procedure requires the student to focus more and more on the visual input, thereby building strength in this learning modality.

Visual Perception with Motor Output and Memory

This subtest relates heavily to school tasks since it requires the student to process and store visual information and to later recall and output the information in written form. In other words, students are frequently required to answer questions based on material which they previously read.

Construction of this subtest should follow the procedures previously listed under General Guidelines, page 61. Items should be age appropriate and 25% errors is indicative of weakness.

A simple procedure for testing this learning mode is to present a series of pictures to the student for 10-15 seconds, withdraw them, wait ten seconds, and then have the student write what he saw. If the student is too young for this level of testing, concrete objects or pictures may be used. Two to six items may be displayed for 10-15 seconds. Have the student turn away and remove one of the items, closing the space at the same time. Put the item in a different group at the side of the table. After ten seconds have the student turn back and pick out the missing item from the extras.

Another form of the subtest is showing the student a simple design for several seconds, removing it, and having the student duplicate it from memory. The following figures are appropriate at the indicated ages:

Age	Figures
3 years	circle
4 years	cross
5 years	square
6-7 years	triangle
7 years	diamond

In summary, one form of this test should include:

1. Presentation of simple designs.
2. Removal of designs.
3. Short wait.
4. Student replication of design.

Strength:

Students with strength in Visual Perception With Motor Output and Memory will recall pictures, objects, scenes, numbers, letters, and words and will easily express these items in writing, drawing, or other motor outputs. Reading, using a Look-Say or Linguistic approach, will probably have the best results. Strength in spelling will be evident even if words are incorrectly written. Misspellings will generally include all the correct letters, but they will be out of order. In math, addition and subtraction facts will be easily recalled and procedures for simple computation will be followed correctly.

Weakness:

The phonics approach, assuming the auditory channel is stronger, is the recommended technique for teaching reading. Initially, students should be trained to rely on their hearing with the gradual addition of the printed letter, word or phrase. Letters such as "b" and "d" which are frequently confused should be taught well apart and only after the first letter is over-learned.

For example: The letter "b" should be name-linked with the sound it makes. This should be done frequently, eventually using questions such as "what sound does the "b" make? Then the student should be taught to write the letter "b" first on the blackboard, then on large newsprint, and finally on writing paper, whenever the teacher says the sound or name of the letter. Several alphabet cards such as "a", "l", "r", "x" may be provided at first so the student may work from a cue but these must gradually be shifted to require finer and finer visual discrimination. For example, the highest level of difficulty for the "b" is to distinguish it from "p", "q", "d", "g". Eventually, the cues must be totally removed and the student required to rely on his visual memory alone.

Games such as "What's Missing" are also effective. A tray of 8 - 12 items is shown to the student for 15 - 20 seconds, then removed. The student writes down what he remembers seeing (no points deducted for misspelling). His progress is charted on his personal graph daily, until he recalls all the items.

Spelling should also be taught using an auditory approach. Words which are phonetic should be read to the student or presented on tape. He should circle them on a multiple choice worksheet which accompanies the tape. Eventually, he should write what he hears on the tape without using cues such as a worksheet.

Mathematics can also be adapted to take advantage of the student's strength in other areas, such as by relying on initial presentations through the auditory channel. For example, students may be taught to sing their numbers or simple nursery rhymes such as"Ten Little Indians"which are based on numbers. Gradually, concrete objects associated with the numbers should be included and then the actual written designs which we call numerals may be attached to the objects.

Visual Perception with Verbal Output and Memory

School situations requiring oral recall of visually presented material are very common especially in the primary grades where written skills are not highly developed. In the upper grades discussions of experiences and oral quizzes are examples of this learning mode.

In order to evaluate a student's skill in this area, the diagnostician should apply the suggestions in the General Guideline (page 61). Concrete objects, pictures, words, letters, and phrases appropriate to the student's ability level should be used and a 25% failure rate will indicate significant weakness.

This subtest can be designed with a series of 3 to 8 cards. These should be displayed for the student to study for 10 - 15 seconds. The student should then close his eyes while the diagnostician removes one card, closing the space at the same time. After 10 seconds, the student may open his eyes and tell which card is missing. Difficulty is increased by gradually removing more cards. Younger students with adequate memories can generally recall 2 to 4 pictures, whereas older students can usually recall 4 to 7 pictures. Remember, all pictures, objects, etc. should be familiar to the students. This is not a test of language facility.

An adaptation of this format can be a series of pages with two to seven pictures on each page. There should be two pages of two item pictures, two pages of three items, two pages of four items, etc. The pages can be exposed for a short time (1-2 seconds for each picture on the page) and then covered over. Students should tell what items they recall. One point is given for each item recalled regardless of sequence. All fourteen pages should be used.

Norms for this subtest are:

Age	Total Items Recalled
4	26
5	29
6	32
7	35
8	39
9	42
10	45
11	48
12	51

In summary, one form of this test should include:

1. 3-8 picture cards
2. Displayed 10-15 seconds
3. Removal of one picture
4. Short wait
5. Student recalls missing picture
6. Increased difficulty be removing more than one picture

Strength:

Students possessing strength in visual perception with verbal output and memory involved will generally perform well in situations where they can orally relate experiences they have actually had or witnessed. They will usually recall accurate details of field trips or material presented in film strips, map study, or graphs. They may also function well in spelling bees and oral math quizzes if the material was originally presented through the visual channel. Games with flash cards will take advantage of their strongest method of responding.

Weakness:

The most appropriate procedure for teaching students with weaknesses in this mode is to initially instruct through the stronger channels. These can include primary emphasis on the auditory channel or using a written output. No memory should be directly required at first.

For example: The student may be tested on a social studies chapter in a manner which takes advantage of his preferred learning mode. A suitable picture may be given to him with a tape cassette recorder and instructions to use the picture as a take off point for reiterating as much information as he can.

Group discussions, tapes, and oral presentations with visual materials as a supplement might be used. Oral quizzes, multiple choice tests, or allowing the student to tape his answers are all techniques which give the student the best chance for success.

Informal Tests of Auditory Perception

Auditory Perception is the ability to interpret and organize information received through the auditory channel. For example, students are able to designate whether two spoken words are alike or different. Because the auditory stimulus disseminates after it is used, memory is essentially a built-in factor. Therefore, both the auditory subtests will include the element of memory.

Many school situations involve short term memory, therefore, this level of recall is used for both subtests. This form of memory task requires the student to hold auditory input information in his mind for relatively short periods of time.

Tests of long range memory, which is also frequently required by school situations, can easily be adapted from these suggestions and the teacher may supplement long-term auditory memory weaknesses by frequent review, to the point of overlearning, and by using visual stimuli (pictures, readings, notes, etc.) to strengthen the ability to recall the required material.

Auditory Perception with Motor Output and Memory

Testing ability in this area requires the diagnostician to follow the general guidelines previously supplied (see General Guidelines, page 61). All items must be appropriate to the student's mental age.

The easiest procedure for such a test is to provide the student with a command to follow. For example, a younger student should respond to the tester's request that he "come to the table and pick up the apple". Gradually, the commands may be increased to include two or three short elements for younger students and three or four more involved elements for older students. A time lag of 5 - 10 seconds should be built in between the command and the actual response. Norms for this procedure are:

Age	Expected Responses
3 years	1 oral commission (command)
4 years	1 - 2 oral commissions
5 years	2 oral commissions
6 years	2 - 3 oral commissions
7 years	3 oral commissions
8 years	4 oral commissions

Another way to verify ability in the area is to have older children write what they hear. Three to five single letters or sentences of eight to ten words are appropriate for older elementary students. Spelling, of course, should not count.

A third technique for testing this learning mode is to tap out a series of simple patterns under a table. The student should then repeat each pattern. Accurate repetition of two or three taps is appropriate for younger students. Older students may be able to repeat 5 to 7 taps.

In summary, one form of this test should include the following elements:

1. Short oral commands given by diagnostician
2. Student follows commands
3. Difficulty increased by lengthening commands to be followed

Strength:

Students who possess strong auditory perception with sufficient motor output and adequate recall will perform best in phonics based reading and spelling programs. They should have less difficulty learning the sounds of individual letters and blending the sounds to make words, although much repetition may be necessary. Older students will probably be able to take adequate notes, make meaningful associations, and comprehend oral reports. Spelling will generally be a successful area and most written errors will demonstrate phonetic misspellings.

Weakness:

Assuming that the student with auditory-motor-memory deficits has more strength in the visual channel, the latter should be the primary channel for initial teaching. A Look Say or Linguistic approach to reading would be the more effective procedure as long as much written repetition is built into the programs. Gradually, a variety of verbal outputs should be introduced. For example, the student should begin to verbalize his letter sounds and to orally blend them into new words, always with a visual cue present. Eventually, all visual cues can be removed, forcing the student to depend on the auditory input channel.

Spelling should be taught with the Look-Say-Write approach. Words learned in the basal reading program should be used.

For example: Each word to be learned should be written at the top of the page. The student should be told the word and asked to study it. He should then fold over the word and say it as he tries to write it from memory. If he has difficulty, he may look back, sound it out, and then try again to write it. When he gets the word spelled correctly three times, he may progress to the next word.

Math concepts should be introduced using the visual/kinesthetic channels, assuming that they are stronger input modes. Manipulatives matched with number cards, film strips, and gross motor counting games may all be used. Gradually the names of the numbers should be orally connected with the correct number of manipulatives. Eventually, the concrete objects should be removed and the names should be connected only with the written numerical symbols.

Auditory Perception with Verbal Output and Memory

Tests of this learning modality are found in most standardized intelligence tests and several speech/language tests. School Psychologists and Speech Therapists can interpret test data to provide the RRT with this information. If a recent psychological test is not available, similar procedures can easily be created by the RRT or TC. An example of this learning process is sending the student to the office with an oral request for a specific book.

One technique is to say a series of single digit numbers and to ask the student to repeat (verbal output) them. Generally, two tries are allowed. Norms for this subtest are:

Age	Expected Responses
2 years	2 digits
3 years	3 digits
4-5 years	4 digits
6-9 years	5 digits
10+ years	6 digits

Another procedure is to say several sentences to the student and have him repeat them. Each sentence should include several more syllables than the previous sentence. Based on how many syllables the student can recall, the diagnostician will have a measure of the student's auditory memory. Norms for this subtest are:

Age	Expected Responses
3 years	6 - 7 syllables
4 years	8 - 9 syllables
5 years	10 - 12 syllables
6 years	13 - 14 syllables
7 years	14 - 15 syllables
8 years	15 - 16 syllables
9 years	16 - 17 syllables

In summary, common forms of this subtest involve the following elements:

1. Diagnostician says number, word, or sentence
2. Student repeats number, word, or sentence
3. Difficulty is increased by adding more numbers, words, or syllables.

Strength:

Ability to do well in the auditory perception mode with verbal output and memory will help students during oral presentations, recitals and speeches. The strongest reading approach will be phonics because the individual sounds can be presented, blended, and repeated with less difficulty if visual symbols are not included.

Strength in this area provides the student with the ability to repeat oral directions and messages and to accurately repeat orally presented material. Informal group discussions and lectures will allow the student to take advantage of his learning strength.

Weakness:

Since so much school material is presented verbally, students with weakness in the auditory-verbal-memory will be at a great disadvantage. Teachers should be aware of these students and allow them to use visual cues or, at least, allow them the time to review the material visually. For most effective learning, films, pictures, books, charts, etc. should be used initially with little auditory input. Concise and appropriate written directions should accompany all visual presentations. Gradually short oral directions should be included and eventually the visual cues may be eliminated altogether. Questions which require oral answers should be built into each step. If the teacher is not available to hear the answers, a tape may be used.

For Example:

> A social studies unit on forests may be introduced using pictures in an easy reading level textbook. Key words may be highlighted with yellow ink. A tape may accompany the unit. At strategic spots in the text, the student should be instructed to turn on the tape. The tape should ask pertinent questions and the student may record the answers.

In conclusion, the preceding suggestions and examples are presented in an attempt to convince RRTs and TCs of the value of creating diagnostic tools to match the needs of the local school, the RCT, and the handicapped student. Teachers frequently criticize the use of standardized test scores, noting that they are not true measures of what is actually taught in the classroom. The use of locally created tests, matched to the style of the learner and the material he uses in the classroom is a valid response to the RCT's concerns and will result in information which can easily be implemented. An educational plan aimed at taking advantage of the student's strengths and remediating the student's weaknesses as pinpointed by effective diagnosis is the logical next step.

Chapter VII: Teacher Interview Techniques

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TEACHER INTERVIEW TECHNIQUES

An interview is a highly complex interaction that must be carefully studied before anyone can become proficient at it. Those professionals (clinical psychologists, social workers, psychologists, etc.) who primarily use the interview process in their work, learn how to prepare for the interview, how to make suggestions, how to be successful in changing people's positions, etc. This section discusses some of the possible strategies that the RRT can use to insure a successful interview.

Strategy Guide

Identifying Interests

It is extremely important that the RRT find out specifically what the student and the RCT feel should be involved in the educational program. This can be done through direct observation of the RCT and student; by asking each what they expect of the other; or by asking for suggestions from colleagues, principal, school counselors, or students involved. Regardless of the route taken, it is important that knowledge of these interests be available before programming is attempted. This pre-interview preparation can save considerable trouble during the interview.

Pre-Planning

Closely aligned with the first technique, and a strategy that must occur before all interviews, is to plan the content of the interview and to be aware of the desired outcomes expected before the interview begins. A well-structured interview, like a well-structured plan, is necessary for a positive outcome. Modification of the interview goals frequently takes place during the interview process itself, but modification can occur more easily when the interviewer (the RRT) has clear and explicit expectations predetermined.

Maintaining Consistency

Inexperienced interviewers often drift from subject to subject within a given interview; however, with few exceptions, this can be decreased by developing an interview plan that is consistent during each meeting. For

instance, it is best to state at the beginning of each interview what goals should be achieved during that interview, including the goals of the RCT. During proceeding meetings, interviews can be started in the same manner and each of the topics that was previously a concern can be discussed in an orderly fashion. New subjects should be introduced only after previous points from earlier interviews are covered. An interview plan that is consistent from interview to interview offers direction that will prove beneficial to both teacher and student.

Writing Directions

One of the major failures of all interviews is that responsibilities previously agreed upon are often forgotten before they are carried out. Thus, very good plans often fail, not for lack of sound judgment, but for lack of concretely specifying what each person at the interview will do. Written directives are essential if people are expected to carry out tasks. Each task should be written down, priorities assigned, and a copy of everyone's assignments given to each person. This strategy increases the chance for compliance and gives each person a clear understanding of the goals.

Making Programs Simple/Concrete

Another difficulty in completing a successful interview is that often the assignment is too abstract, too illusive, or not specific enough to be carried out as agreed upon. It is very important, particularly when breaking ground in areas with which the interviewer is not familiar, to be as specific and concrete as possible when developing tasks and assignments. If a task or assignment cannot be quantified, it is probably incomplete or too abstract and should be modified accordingly. Simple, concrete assignments are more likely to achieve the desired end (see Chapter IX).

Dealing with One Problem at a Time

Another area of interview difficulty is that discussion dealing with a handicapped or problem student usually involves several problem areas. It is important to note all of these areas or problems so that they can be dealt with in an orderly fashion. However, whenever possible, the interviewer should concentrate on only one or two problems at a time. When this is not possible, each problem should be kept separate from the other so that each

can be looked at independently to determine the level of success. Concentrating on one area at a time, not only helps to make each problem comprehensive, but also separates problems. In this manner the interviewer can see which areas are improving, and which are not. This gives all parties a clearer understanding of the direction the educational plan should take, by strengthening the areas of improvement, and by modifying areas where success is not being achieved.

Using Props

RRTs and Teacher Counselors (TCs) must understand that when they make suggestions to teachers, parents, or students, the latter do not look at the difficulty or the solution in the same way as they do. It is often necessary to use props to help people with whom you are consulting achieve a clearer understanding of your desired goal. Thus, the use of materials, forms, contracts, tests, charts, etc. will help facilitate comprehension and increase the level of success.

Checking/Rechecking

If interviews are well structured and if programs are carefully designed with the individual student in mind, there is probably nothing that will insure the success of the program more than consistent followup on assignments. Many programs fail because of inconsistent followup, even when a sound program has been designed. RRTs and TCs must check daily or weekly on programs previously established and make sure programs and assignments are being carried out. Failure to do this can almost certainly result in failure of the educational plan.

Predicting the Future

Finally, a technique that can only be used occasionally, and when used is most potent, is predicting the future during the interview. Whenever possible attempt to tell the teacher, parent, student, etc. what the expected outcomes will be. For instance, it is almost predictable that each time the RRT breaks down the RCT's assignment for a handicapped student in small, specific steps, the chance of student success will be much greater. Thus, a technique that can often be used involves first designing a very specific program and telling the teacher to use her strategy one week and the new strategy the next. Then predict that the student will have more output during the second week, or when she is being specific. Since this is generally the case, the RRT's credibility will increase and the opportunity to have more influence with teachers is more likely.

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ELEMENTARY AND SECONDARY CONSULTATION

As stated earlier, one of the many problems that confronts a Resource Room Teacher (RRT) is the new role of consultant. Whereas the self-contained Special Education teacher basically taught her students within a single room setting, the RRT is expected not only to teach students part time, but also, to help Regular Classroom Teachers (RCTs) adjust their curriculum and style of teaching. When this is accomplished, handicapped students in the regular classroom learn more effectively. The Consultation Forms attempt to facilitate this role for the RRT. This chapter discusses the rationale for the use of forms which help guide the consultation process, and which conclude with a discussion of the various segments of the form.

RATIONALE

Interview Guide

Although in another part of this Handbook more specific ways to conduct an interview are detailed (see Chapter VII)the Consultation Form, is presented as a general guide for structuring a discussion between the RRT and the RCT. It is designed to give RRTs something concrete to hold on to, so that they can hold an orderly, logical, and sequential consultation. The Consultation Form starts by gathering general information about the student, both academic and social, and moves toward constant refinement of this information so that, at the end of the interview, specific strategies for the student can be discussed and implemented.

For example, the reading section gathers information as to the student's strengths, weaknesses, likes, and dislikes, what problems exist, what the RCT and the RRT can do to remediate the problem, and finally, it brings the two teachers to an agreement in contract form, if appropriate. The reason for this method is obvious. Information must be obtained before the responsibilities of both the RRT and RCT can be established, and before behavioral objectives for the student can be defined. The secondary student is often involved during the discussions and the decision-making process.

Consultation Forms deal with a variety of areas (academic and social) with which a student must contend. The Secondary Level Consultation Form deals with academic difficulties in a general manner. In this way it is responsive to any class in which the student is enrolled, be it history, shop, or home economics. The Elementary Level Consultation Form, in addition to the social/emotional elements, deals with four different areas that are appropriate at any level from kindergarten through sixth grade. These include Reading, Handwriting, Spelling, and Arithmetic. The specific content of each of these areas is discussed later in this chapter.

Separate Consultation Forms are presented for Elementary and Secondary Programs since students in the two programs have distinctly different needs. There is a slant in the elementary form toward remediation, and in the secondary form toward tutoring but they are not mutually exclusive. RRTs should find these forms an efficient means of organizing consultation data.

It must be clearly understood that the Consultation Form is an interview guide. It is not a phenomena that RRTs must go through with each and every student, but rather it should be used in two specific circumstances. First, the Consultation Form will prove useful to both new teachers and teachers for whom consulting is still a novel experience and who therefore need assistance in determining what information should be collected. Secondly, when interview strategies are mastered, the Consultation Form is needed only for situations in which the student's problems are very complicated. By using the form, necessary diagnostic material may be obtained or cooperative planning with the RCT effected. In these cases a highly structured interview leading to appropriate decisions in determining the student's educational plan will be necessary. Thus, the Consultation Form can be used in situations where the teacher is learning how to conduct consultation interviews or when the student or teacher is experiencing a problem serious enough to require an educational plan.

Strategy Guide

The Consultation Form, moves logically from general information to specific strategies. Each strategy that is mentioned, joint lesson plan, grading system, contract, etc. is explained in other chapters of the Handbook. It is

important to note that the Consultation Form is set up so that it leads logically to other strategies. This does not mean that it is exclusive of other strategies or techniques, but rather that the interview will logically lead to a minimum of at least one strategy that can be used with the existing problem.

Educator's Form

Perhaps the major advantage of the Consultation Form is that it is an interview form for teachers. This means that the RRT no longer needs to depend upon Social Workers or Psychologists to gather information or to create an educational plan for the student. The Consultation Form is based on the premise that only a teacher can most effectively plan educational programs for the handicapped student. RRTs may still need assistance in developing their interview skills, at least when they first begin consulting. Logically, Psychologists or Social Workers attached to the school district may provide some degree of training in this area. Rather, what is assumed is that data needed for programming handicapped students can best be compiled, assessed, and integrated by educators.

Joint Responsibility

Finally, RRTs have a unique responsibility in the educational system. They are expected to be both a classroom teacher and a Consultant. Even though students are referred to RRTs, implying some degree of obligation, these students remain the charge of the RCT. Nevertheless, for years RCTs have looked upon the Special Education student as not being their responsibility. It is this outlook that often causes conflict for students and teachers during the mainstreaming process.

One of the major reasons for the development of the Consultation Form is a response to the problem of defining responsibility for the handicapped student. First, it forces the RCT and the RRT to interact with one another and to jointly develop a plan for the student. Secondly, it pinpoints which teacher will assume each of the specific aspects of that plan. Thus, the Consultation Form brings together both teachers, who share responsibility for the student, so that they can jointly make the necessary educational plan. By pinpointing these responsibilities, rules for each teacher are clearly defined. Thus, through the joint effort of both teachers, the student will benefit.

SEGMENTS OF THE FORMS

The Consultation Form is divided into three main components. The first two components consist of Elementary and Secondary Consultation Forms. The reason for this division is inherent in the nature of expectations of primary and secondary students. For example, a secondary teacher generally does not refer a student to the RRT for handwriting or spelling correction. However, this is an appropriate referral at the primary level.

As stated before, referrals at the secondary level are primarily tutorial while elementary level referrals are basically remedial. Of course, neither tutoring nor remediating is strictly designated as a primary or secondary level function. However, since there are general areas that are primarily associated with the needs of elementary or secondary students, the forms are exclusive of one another. At the secondary level, the form attempts to determine general reasons why a student is unable to successfully complete classroom assignments. Outcomes, at this level, usually require the RRT to help redesign the classroom curriculum or to tutor the student. The Elementary Consultation Form, on the other hand, takes a look at four specific areas of difficulty, spelling, handwriting, reading, and arithmetic. In this way remediation concentrates on the basic skills.

Finally, both the Elementary and the Secondary Consultation Forms have sections that deal with social/emotional difficulties. It is, of course, necessary that these difficulties be considered in almost all cases where a student is experiencing school difficulties. The following is an indepth breakdown of the elementary and secondary formats, and a discussion of the social/emotional difficulties form

Secondary Consultation Form (Academic)

As mentioned, above, the Secondary Consultation Form (see Pages 122-126) considers the variables involved when a student experiences difficulties in a particular subject. Thus, the form requires a look at subject areas involved, possible causes of difficulty in each of these subject areas, and materials and techniques currently being used. Attempts are made to pinpoint the student's strengths and weaknesses, likes and dislikes. By looking at these

areas it should be apparent where adjustments must be made. Furthermore, by breaking down the student's difficulties into areas, the form attempts to cover the widest range of potential difficulties.

After obtaining general information, the forms consider the best way to set up an individual academic program (see Pages 123-126). The program that is established should take advantage of the student's strengths and may or may not directly involve the use of the RRT. Such programs usually define tasks such as tutoring vs. remediation and determining homework assignment or make-up work. The responsibilities of both the RRT and the RCT are also established. A variety of appropriate techniques are suggested, including joint lesson plans and behavioral contracts. And, finally, responsibility for determining grades and methods to be employed are defined (see Chapter IX).

One helpful technique is the use of a contract whenever possible, involving the student, the RCT, and the RRT. This contract states the responsibilities of the student and each teacher.

The Secondary Consultation - Short Form is available for use once the teacher is comfortable with the longer form (see Page 129) and no longer needs such a structured procedure. It also serves as a record keeping format allowing the RRT to recall initial discussions and recommendations over a period of time.

In general, the Secondary Consultation Form moves from gathering very general information about the student and the classroom setting, to gathering more detailed information, and ends with the development of a contract between all of the parties concerned. This deductive format for educational planning is a more realistic approach to determining causes for educational problems and for creating accompanying educational plans. Additionally, the consultation forms are coordinated with the other strategies and techniques discussed throughout the Handbook.

Elementary Consultation Form (Academic)

The Elementary Consultation Form (see Pages 90 - 120) is broken down basically into four areas: reading, spelling, handwriting, and arithmetic. The rationale for this is that they compose the primary reasons for referrals

to a Resource Room. It is this specificity that is the difference between the two levels' forms. This is possible at the elementary level because the emphasis here is on remediation of the skill deficits, rather than on tutoring. The format of the four areas are similar, therefore only the reading area will be discussed.

Possible Causes

It is suggested in the reading section, as well as in the other three sections, that there are five basic areas which should be examined in order to determine causes of the specific difficulty. These are perceptual, such as visual or auditory discrimination problems; social, such as being too shy to participate in class; physical, such as having vision or hearing difficulty; inappropriate material, such as presenting words before the individual letters are learned; or inappropriate instruction, such as when the student is unable to comprehend the manner in which the material is presented. By looking at each of these five areas, the majority of possible causes for a student's difficulties are covered.

Variables

Conditions that may be involved in the reading difficulty must also be examined. These include items such as does the student have difficulty with only oral or silent reading, what reading series is being used, and what reading approach is being implemented.

Remediation

After looking at the causes and the variables involved in the reading difficulty, remediation must be considered (see Pages 90-92)
As in the Secondary Consultation Form student's strengths, weaknesses, likes, and dislikes are defined. The manner in which the teacher structures the classroom and the degree to which the teacher can modify her program to take advantage of the student's strengths must also be considered.

Educational Plan

Finally, if the student is placed in the Resource Room,the responsibilities of both the RCT and the RRT need to be clearly defined.

Basic concerns include what the RCT can do to help transfer learning from the classroom to the Resource Room, and what the RRT can do to help the RCT succeed. When all of this information is gathered, an academic contract can be signed. It should state specifically the expectations of the student, the RCT, and the RRT.

The four areas (Reading, Spelling, Handwriting, and Arithmetic) are discussed in the same way. Each deals with the possible causes, suitable remediation, and specification of roles. By attempting to designate possible causes, variables involved, and remediation strategies a picture should evolve specifying why an individual student might fail in school and what strategies can be used to insure a more successful school association.

Elementary/Secondary Social/Emotional Form

The Social/Emotional Section is an attempt to look at the student as a person interacting in an educational environment. This is a relatively specific point of view. The type of problem that the student is having, its frequency, time of day, subject, and the location where this behavior is occuring should all be specified. Other aspects of the environment, such as members of the class, what behavior(s) preceeds the problem, and what is done by the teacher after the problem occurs must be considered. Finally, the duration of the problem, how the problem behavior terminates, and consequences terminating the problem behavior must also be noted. From this information it is hoped that the RRT will be able to determine the variables causing the behavior and procedures for manipulating the situation so that the student's behavior can come under the teacher's control.

Social/emotional difficulties are not emphasized to the extent that academic difficulties are, simply because the RRT's major responsibility is to concentrate on academic and not social problems. Other professionals, such as Social Workers and Psychologists, have this charge. However, the RRT does come into contact with social/emotional problems and must be prepared to offer at least some advice in this area to the RCT who is dealing with the handicapped student.

Elementary Level Consultation Form

Student's Name: _____ Chronological Age: _____

Classroom Teacher's Name: _____ Grade Level: _____

Date: _____

SOCIAL-EMOTIONAL DIFFICULTIES

1. What type of problem behavior is student experiencing? _____

_____

_____

2. How frequent is its occurence? (per day, per hour, etc.) _____

_____

3. Is behavior associated with a particular subject(s)? (math, reading, etc.)
Which one? _____

_____

4. During what part of the day does it usually occur? _____

_____

5. Where is student when it occurs? (at his desk, on playground, in lunchroom, etc.)

_____

_____

6. What is happening with the rest of the class when it occurs? _____

_____

7. What occurs immediately before problem? _____

_____

8. What does classroom teacher do when behavior erupts? _____

_____

9. What do other students do when behavior erupts? _____

_____

10. How long does behavior last? _____

_____

Student's Name: _____

SOCIAL-EMOTIONAL DIFFICULTIES (Continued)

11. Why does student stop behavior? _____

_____

12. What happens to student immediately after behavior? _____

_____

13. What does classroom teacher think causes behavior to occur? _____

_____

What are variables causing behavior? _____

_____

_____

How can we change these variables in order to help student change these behaviors?

_____

_____

_____

What is our goal? _____

_____

_____

Student will do: _____

_____

Classroom Teacher will do: _____

_____

Resource Room Teacher will do: _____

_____

_____(others) will do: _____

_____

Student's Name: _____

SOCIAL-EMOTIONAL DIFFICULTIES (Continued)

Time period for program will be approximately _____ to _____.

Resource Room Teacher will/will not coordinate efforts with Classroom Teacher on _____ (daily, weekly, etc.) basis until goal is achieved.

Classroom Teacher: _____

Resource Room Teacher: _____

Date: _____

Elementary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Classroom Teacher's Name:_____ Grade Level:_____

Date:_____

I. Reading Difficulties: Can't read assigned material

A. Possible Causes:

	CHECK APPROPRIATE ITEMS
1. perceptual	
poor visual discrimination - inability to distinguish one object from another when presented visually	
poor visual memory - unable to recall information presented visually	
poor auditory discrimination - inability to distinguish differences between sounds or words	
poor auditory memory - unable to recall information presented orally	
easily distracted by visual stimuli_____	
auditory stimuli_____	
both_____	
other (specify)_____	
2. physical	
vision difficulties suspected_____	
known_____	
specify_____	
hearing difficulties suspected_____	
known_____	
specify_____	
speech and/or language difficulties_____	
specify_____	
slow reaction time_____	
easily fatigued _____	

3. social-emotional
   - exceptionally shy
   - unable to control behavior
   - limited vocabulary
   - limited background of experiences
   - unable to function independently
   - requires extra attention
   - poor self concept

4. material inappropriate
   - doesn't know names of the letters
     - which ones
   - doesn't know sounds of letters
     - which ones
   - can't blend sounds
   - doesn't comprehend material
   - not interested in material

5. instruction inappropriate
   - needs material presented orally
   - needs material presented visually
   - needs multi sensory presentation
   - has difficulty with oral reading
   - has difficulty with silent reading
   - has difficulty with all types of reading
   - needs direction presented personally
   - unable to function in classroom structure
   - unable to function with classroom equipment
   - other (specify)

Student's reading text is

Reading approach being used with child (visual, linguistic, phonics, multi sensory, ITA)

FILL IN BLANKS

B. Remediation

What are student's strengths?_____

What are student's weaknesses?_____

What are student's likes?_____

What are student's dislikes?_____

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.)_____

_____

_____

_____

_____

_____

_____

How can classroom program be modified to take advantage of student's strengths?_____

_____

_____

_____

_____

_____

_____

II. Educational Plan:

If student is placed in the Resource Room, what will be the goal for the student?_____

_____

_____

_____

_____

_____

_____

a.) increase output to _____%
_____number
_____times

b.) increase accuracy to_____%
_____number
_____times

Elementary Level Consultation Form - continued

CHECK APPROPRIATE ITEMS

A. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher ☐

Meet with classroom teacher daily ☐

weekly ☐

other (specify) ☐

Observe student in classroom ☐

other (specify) ☐

Establish grade contract with teacher ☐

student ☐

Coordinate grade contract with teacher ☐

Send examples of student's work to classroom teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send examples of student's work for student to complete, daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send written report of student's progress to teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Provide teacher with appropriate materials for use in classroom ☐

Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can Classroom Teacher do to help transfer of learning occur?

Oversee work Resource Room Teacher sends to classroom for student	
Provide supplementary instruction on assignments brought back from Resource Room	
Grade papers student brings from Resource Room for completion in classroom	
Supplement Resource Room program with other materials supplied by Resource Room Teacher	
Supplement Resource Room program with other materials supplied by self	
Doesn't have time to work on transfer	
Other (specify) _____ _____ _____ _____ _____ _____	

Elementary Level Consultation Form - continued

C. What can student do to aid himself?_____

_____

_____

_____

_____

_____

_____

D. What can others do to aid plan? (specify who and what)_____

_____

_____

_____

_____

_____

_____

E. Who will coordinate this Program?_____

_____

_____

_____

If appropriate, specify how often student will go to Resource Room, for how long daily, and during which periods._____

_____

_____

_____

Signatures: Classroom Teacher_____

Resource Room Teacher_____

Student_____

Date_____

111

Elementary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Classroom Teacher's Name:_____ Grade Level:_____

Date:_____

I. Arithmetic Difficulties: Can't perform mathematical functions appropriate for mental age

A. Possible causes:

	CHECK APPROPRIATE ITEMS
1. perceptual	
poor spatial relations	
poor visual discrimination	
poor visual memory	
poor auditory discrimination	
poor auditory memory	
poor kinesthetic memory	
numerous reversals of numbers	
difficulty with abstract symbols	
difficulty with directionality	
2. physical	
visual-motor difficulties	
vision problems, suspected	
known	
specify	
auditory problems, suspected	
known	
specify	
slow reaction	
other (specify)_____	

3. social-emotional embarrassed to compute problems in front of peers, orally on board	
embarrassed by speech difficulties	
unable to control behavior	
unable to function independently	
needs directions repeated frequently	
other (specify)_____	
4. material inappropriate can't pair one-to-one	
doesn't know basic facts	
doesn't know basic procedure, addition_____ subtraction_____ multiplication_____ division_____	
can't read problems or directions in text	
can't solve problems once read	
doesn't know number sequence	
can't count	
other (specify)_____	
5. technique inappropriate needs concrete objects	
needs visual cues	
needs auditory reinforcement	
needs multi sensory approach	
needs concrete approach - memorization of facts	

needs problem solving approach	☐
needs concept development	☐

Specify the text in use in the classroom and the general approach used by the teacher._____

Who teaches the student math and how much time daily is used for this instruction?

FILL IN BLANKS

B. Remediation

What are student's strengths?_____

_____

_____

_____

_____

_____

_____

What are student's weaknesses?_____

_____

_____

_____

_____

_____

_____

What are student's likes?_____

_____

_____

_____

_____

_____

_____

What are student's dislikes?_____

_____

_____

_____

_____

_____

_____

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.)_____

_____

_____

_____

_____

_____

_____

How can classroom program be modified to take advantage of student's strengths?_____

_____

_____

_____

_____

_____

_____

II. Remediation - Educational Plan:

If student is placed in the Resource Room, what will be the goal for the student?_____

_____

_____

_____

_____

_____

_____

a.) increase output to _____%
_____number
_____times

b.) increase accuracy to_____%
_____number
_____times

Elementary Level Consultation Form - continued

CHECK APPROPRIATE ITEMS

A. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher ☐

Meet with classroom teacher daily ☐

weekly ☐

other (specify) ☐

Observe student in classroom ☐

other (specify) ☐

Establish grade contract with teacher ☐

student ☐

Coordinate grade contract with teacher ☐

Send examples of student's work to classroom teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send examples of student's work for student to complete, daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send written report of student's progress to teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Provide teacher with appropriate materials for use in classroom ☐

Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can Classroom Teacher do to help transfer of learning occur?

Oversee work Resource Room Teacher sends to classroom for student	
Provide supplementary instruction on assignments brought back from Resource Room	
Grade papers student brings from Resource Room for completion in classroom	
Supplement Resource Room program with other materials supplied by Resource Room Teacher	
Supplement Resource Room program with other materials supplied by self	
Doesn't have time to work on transfer	
Other (specify) _____	

Elementary Level Consultation Form - continued

C. What can student do to aid himself?_____

D. What can others do to aid plan? (specify who and what)_____

E. Who will coordinate this Program?_____

If appropriate, specify how often student will go to Resource Room, for how long daily, and during which periods._____

Signatures: Classroom Teacher_____

Resource Room Teacher_____

Student_____

Date_____

Elementary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Classroom Teacher's Name:_____ Grade Level:_____

Date:_____

I. Handwriting Difficulties: Can't write or print legibly

A. Possible causes:

	CHECK APPROPRIATE ITEMS
1. perceptual	
poor eye-hand coordination	
poor spatial relations	
poor kinesthetic memory - small muscles don't automatically recall writing patterns	
poor visual discrimination of figures	
poor visual recall	
numerous reversals, inversions, etc.	
other (specify) _____ _____	
2. physical	
slow reaction time	
poor fine motor control	
indecisive hand dominance	
vision difficulties suspected_____ known_____ specify_____	
other (specify)_____ _____	

3. social-emotional
   - excessive shyness -- prevents writing on board
   - unable to control behavior
   - limited ability to understand vocabulary
   - unable to function independently
   - requires extra attention
   - requires repetition of directions
   - poor self concept
   - other (specify)

4. material inappropriate
   - can't write manuscript
   - can't write cursive
   - can't transfer skills from manuscript to cursive
   - can't make elementary strokes
   - can't hold pencil properly
   - can't recall letters
   - other (specify)

5. technique inappropriate
   - needs visual cues
   - needs oral directions
   - needs multi sensory approach
   - can't copy from far distance - blackboard
   - can't copy from mid distance - chart nearby
   - can't copy from near distance - book on desk
   - needs technique for left hander
   - other (specify)

Handwriting is taught_____ minutes, _____ times per week.
Specify method being used to teach handwriting (be specific)_____

List any books or equipment in use during handwriting instruction. State the procedure for their use._____

_____

_____

_____

_____

_____

_____

_____

Who teaches handwriting?_____

_____

FILL IN BLANKS

B. Remediation

What are student's strengths?_____

What are student's weaknesses?_____

What are student's likes?_____

What are student's dislikes?_____

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.)_____

_____

_____

_____

_____

_____

_____

How can classroom program be modified to take advantage of student's strengths?_____

_____

_____

_____

_____

_____

_____

II. Remediation - Educational Plan:

If student is placed in the Resource Room, what will be the goal for the student?_____

_____

_____

_____

_____

_____

_____

a.) increase output to _____%
_____number
_____times

b.) increase accuracy to_____%
_____number
_____times

Elementary Level Consultation Form - continued

CHECK APPROPRIATE ITEMS

A. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher ☐

Meet with classroom teacher daily ☐

weekly ☐

other (specify) ☐

Observe student in classroom ☐

other (specify) ☐

Establish grade contract with teacher ☐

student ☐

Coordinate grade contract with teacher ☐

Send examples of student's work to classroom teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send examples of student's work for student to complete, daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Send written report of student's progress to teacher daily ☐

weekly ☐

other (specify) ☐

_____ ☐

_____ ☐

Provide teacher with appropriate materials for use in classroom ☐

Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can Classroom Teacher do to help transfer of learning occur?	
Oversee work Resource Room Teacher sends to classroom for student	
Provide supplementary instruction on assignments brought back from Resource Room	
Grade papers student brings from Resource Room for completion in classroom	
Supplement Resource Room program with other materials supplied by Resource Room Teacher	
Supplement Resource Room program with other materials supplied by self	
Doesn't have time to work on transfer	
Other (specify) _____ _____ _____ _____ _____ _____	

Elementary Level Consultation Form - continued

C. What can student do to aid himself?_____

D. What can others do to aid plan? (specify who and what)_____

E. Who will coordinate this Program?_____

If appropriate, specify how often student will go to Resource Room, for how long daily, and during which periods._____

Signatures: Classroom Teacher_____

Resource Room Teacher_____

Student_____

Date_____

Elementary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Classroom Teacher's Name:_____ Grade Level:_____

Date:_____

I. Spelling Difficulties: Can't spell words appropriate for mental age

A. Possible causes:

	CHECK APPROPRIATE ITEMS
1. perceptual	
poor visual discrimination - inability to distinguish one object from another when presented visually	
poor visual memory - unable to recall information presented visually	
poor auditory discrimination - inability to distinguish differences between sounds or words	
poor auditory memory - inability to recall information presented orally	
numerous reversals and inversions, etc.	
other (specify)_____	
2. physical	
poor visual-motor control for written spelling	
speech difficulty interferes with oral spelling	
possible vision difficulty, suspected_____	
known_____	
specify_____	
possible auditory difficulties, suspected_____	
known_____	
specify_____	
slow reaction time	
other (specify)_____	

3. social-emotional embarrassed to spell orally	
affected by past failures	
unable to function independently	
needs personal directions	
poor self concept	
easily distracted	
other (specify) _____	
4. material inappropriate spelling words inappropriate, too difficult	
needs visual cues	
needs oral cues	
needs multi sensory procedure	
doesn't know letters of alphabet	
doesn't know sounds of letters	
other (specify)_____	
5. technique inappropriate difficulty with oral spelling only	
difficulty with written spelling only	
difficulty with any type of spelling	
can't write words but can recognize them in a group	
needs test-study-test technique	
needs study test technique	

Elementary Level Consultation Form - continued

How often is spelling taught in the classroom?_____

Who teaches spelling to the student?_____

What spelling word source is used? spelling book, reading list, etc.
Please specify._____

_____

_____

Specify any other materials or equipment used in teaching spelling.

_____

_____

_____

_____

_____

FILL IN BLANKS

E. Remediation

What are student's strengths?_____

What are student's weaknesses?_____

What are student's likes?_____

What are student's dislikes?_____

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.)_____

_____

_____

_____

_____

_____

_____

How can classroom program be modified to take advantage of student's strengths?_____

_____

_____

_____

_____

_____

_____

II. Remediation - Educational Plan:

If student is placed in the Resource Room, what will be the goal for the student?_____

_____

_____

_____

_____

_____

_____

a.) increase output to _____%
_____number
_____times

b.) increase accuracy to_____%
_____number
_____times

CHECK APPROPRIATE ITEMS

A. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher	
Meet with classroom teacher daily	
weekly	
other (specify)	
Observe student in classroom	
other (specify)	
Establish grade contract with teacher	
student	
Coordinate grade contract with teacher	
Send examples of student's work to classroom teacher daily	
weekly	
other (specify)	
_____	
_____	
Send examples of student's work for student to complete, daily	
weekly	
other (specify)	
_____	
_____	
Send written report of student's progress to teacher daily	
weekly	
other (specify)	
_____	
_____	
Provide teacher with appropriate materials for use in classroom	
Team teach within classroom	

CHECK APPROPRIATE ITEMS

B. What can Classroom Teacher do to help transfer of learning occur?	
Oversee work Resource Room Teacher sends to classroom for student	
Provide supplementary instruction on assignments brought back from Resource Room	
Grade papers student brings from Resource Room for completion in classroom	
Supplement Resource Room program with other materials supplied by Resource Room Teacher	
Supplement Resource Room program with other materials supplied by self	
Doesn't have time to work on transfer	
Other (specify)	

C. What can student do to aid himself?_____

_____

_____

_____

_____

_____

_____

D. What can others do to aid plan? (specify who and what)_____

_____

_____

_____

_____

_____

_____

E. Who will coordinate this Program?_____

_____

_____

_____

If appropriate, specify how often student will go to Resource Room, for how long daily, and during which periods._____

_____

_____

_____

Signatures: Classroom Teacher_____

Resource Room Teacher_____

Student_____

Date_____

Elementary Level Consultation - Short Form

May be used for initial conference with Classroom Teacher if long form is unnecessary and should be used for all significant follow-up conferences.

Meeting initiated by: _____(name)
_____(position)

Date of meeting: _____

Subject of discussion: _____ (student's name)

Purpose of the meeting: _____
_____
_____
_____

Results of the meeting: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

* Please clip this form to other consultation forms in the student's Resource Room file. A tally of your consultations will be requested.

Secondary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Referring Teacher:_____ Grade Level:_____

Subject Area:_____ Date:_____

Hour/Period:_____

ACADEMIC DIFFICULTIES

A. Variables

1. Other teachers who have requested help for the student are:

Subject	Teacher	Period/Hour

2. Possible causes: (ex. doesn't know sounds of vowels, doesn't know multiplication facts, poor visual memory, etc.)

_____

_____

_____

_____

_____

_____

3. Materials in use in classroom. (List by subject area)

_____ _____

_____ _____

_____ _____

_____ _____

4. Techniques in use in classroom. (List by subject area)

_____ _____

_____ _____

_____ _____

_____ _____

5. What are student's strengths?_____

_____

_____

6. What are student's weaknesses?_____

_____

_____

Student's Name:_____

ACADEMIC DIFFICULTIES

7. What are student's likes?_____

_____

_____

8. What are student's dislikes?_____

_____

_____

B. Educational Program

1. What type of program will take advantage of student's strengths?_____

_____

_____

CHECK APPROPRIATE ITEMS

2. If student is not assigned to Resource Program, what can the Resource Room Teacher do to help the referring teacher with this student?

a) team teach in the classroom ☐

b) help teacher modify subject matter ☐

c) help teacher modify techniques for presenting subject ☐

d) help teacher modify tests ☐

e) provide more appropriate materials for use in classroom ☐

f) other (specify)_____ ☐

_____

_____

3. If student is assigned to Resource Program, what can Resource Room Teacher do?

a) remediate weaknesses in _____(subject area) ☐

b) tutor student in _____(subject area) ☐

c) provide both remediation and tutoring in_____ ☐

_____

_____(subject areas).

d) oversee homework and makeup work in _____ ☐

_____(subject areas).

Student's Name: _____

ACADEMIC DIFFICULTIES

e) other (specify)_____

4. What can referring teacher do to help transfer learning from the Resource Room to the Regular Classroom?_____

5. Who will be responsible for coordinating this program?_____

CHECK APPROPRIATE ITEMS

6. What methods will be used to insure coordination?

a) joint lesson plans	☐
b) daily/weekly meetings	☐
c) joint observation	☐
d) contracts with referring teacher	☐

7. Who will be responsible for providing report card grades?

CHECK APPROPRIATE ITEMS

8. What methods will be used for grading?

a) behavioral objectives plus scattergram	☐
b) joint contracts	☐
c) mid-marking period agreement	☐
d) daily-weekly grades	☐
e) other (specify)_____	☐

Student's Name:_____

C. Goals

1. What will be the goal(s) for the student while in the Resource Room Program?_____

2. Student will:_____

3. Teacher(s) will:_____

4. Resource Room Teacher will:_____

5. Others (specify) will:_____

6. Student will report to the Resource Room (daily, two times per week, etc.)_____
for _____
(amount of time per visit)

Student's Name:_____

7. Student will report during_____(hour/period)
thereby missing_____(subject area).

Signatures:

Referring Teacher_____

Resource Room Teacher_____

Student_____

Secondary Level Consultation Form

Student's Name:_____ Chronological Age:_____

Referring Teacher:_____ Grade Level:_____

Subject Area:_____ Date:_____

Hour or Period:_____

SOCIAL-EMOTIONAL DIFFICULTIES

1. What type of problem behavior is student experiencing?_____

_____

_____

2. How frequent is its occurence? (per day, per hour, etc.)_____

_____

3. Is behavior associated with a particular subject(s)? (Math, reading, etc.)
Which one?_____

_____

4. During what part of the day does it usually occur?_____

_____

5. Where is student when it occurs? (at his desk, in hall, in cafeteria, etc.)

_____

_____

6. What is happening with the rest of the class when it occurs?_____

_____

7. What occurs immediately before problem?_____

_____

8. What does teacher do when behavior erupts?_____

_____

9. What do other students do when behavior erupts?_____

_____

10. How long does behavior last?_____

_____

11. Why does student stop behavior?_____

_____

12. What happens to student immediately after behavior?_____

_____

13. What does teacher think causes behavior to occur?_____

_____

Student's Name:_____

SOCIAL-EMOTIONAL DIFFICULTIES (continued)

What are variables causing behavior?_____

_____

_____

How can we change these variables in order to help student change these behaviors?

_____

_____

What is our goal?_____

_____

_____

Student will _____

_____

Teacher will _____

_____

Resource Room Teacher will _____

_____

_____(others) will _____

_____

Time period for program will be approximately_____to_____.
Resource Room Teacher will/will not coordinate efforts with Classroom Teacher on _____(daily, weekly, etc.) basis until goal is achieved.

Student:_____

Teacher:_____

Resource Room Teacher:_____

Date:_____

Secondary Consultation - Short Form

May be used for initial conference with Referring Teacher if long form is unnecessary. Should also be used with other teachers concerned about a student already referred and should be used for all significant follow-up conferences.

Meeting initiated by:_____ (name)

_____ (position)

_____(subject area)_____ (hour or period)

Date of meeting: _____

Subject of discussion:_____ (student's name)

Purpose of the meeting:_____

_____

_____

_____

_____

_____

_____

_____

_____

Results of the meeting:_____

_____

_____

_____

_____

_____

_____

_____

_____

*Please clip this form to other forms in the student's Resource Room file. A tally of your consultations will be requested each semester.

Chapter IX: Educational Contracts

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BEHAVIORAL CONTRACTS

A behavioral contract is one of the newer techniques that teachers and counselors use in order to get a higher rate of work from students who are under-achievers. It is also used with students who need a clear, explicit definition of what is expected. A behavioral contract is an agreement between teacher and student defining what is expected of the student in academic and/or social behavior. Also included is a definite feedback system for the student.

Aims of Behavioral Contracts

The behavioral contract specifies what is expected in an agreement between two or more people including the circumstances and conditions. Generally, the behavioral contract is written, and the expectations of both people are clearly stated with both benefiting from the exchange. The main result is a reduction of anxiety and tension for both people. The teacher has less hassle with the student because it is unnecessary to constantly nag him regarding what is expected. The student, knows what the expectations are, and is more able to comply with the teacher's wishes.

In addition to specifying expectations, the behavioral contract schedules the exchanges between the people involved. This scheduling is set up so that the interaction between teacher and student is positive rather than negative. As in the example used above, the teacher doesn't hassle the student for not turning in his work. Instead she reinforces him whenever he achieves his expectations. If the student does not turn in his work, there is a predetermined response by the teacher. This response, although negative, is known ahead of time by the student, consequently, he is unable to manipulate the situation as well as he could before expectations were specified and written down. Also, by scheduling these exchanges the student knows that he will always receive positive feedback from the teacher whenever he fulfills his part of the contract.

It is important to remember that written behavioral contracts are not needed with the majority of students. Most students are reinforced in the typical school situation by the teacher who gives them positive feedback

on a nonscheduled basis. The students who need the behavioral contracts are those who do not pick up the normal cues in a classroom situation, or those who are much slower than the normal student. For them the feedback schedule must be increased or stabilized (made more predictable). It is these students who will benefit from the type of behavioral contracts discussed here.

Assumptions of Behavioral Contracts

There are at least three assumptions supporting the use of behavioral contracts. The success of using a contract is contingent upon the acceptance of these assumptions.

Privilege vs. Right

First, it must be stated that while a student has a right, to an education, he also has a responsibility to participate in the educational process. The student receives privileges from the teacher for his output. He can expect the teacher to do everything possible to help him learn, but he does not receive these privileges as a right simply because he comes to school. The same holds true for the teachers. They must maintain their responsibilities as educators, teaching the slower as well as the gifted students. Simply providing material is not enough, for frequently it is not comprehended by the poorer student. The teacher's responsibility is to present the material in such a way that all students can fulfill the objectives of the program. It is the teacher's privilege, and not her right, to receive appropriate feedback from the student when the material is adequately presented. With handicapped students, a behavioral contract will often increase these necessary educational exchanges.

Effective Interpersonal Agreements are Governed by Reciprocity

It must also be pointed out that the healthiest and most effective agreements between people are reciprocal in nature. If a teacher makes demands upon the student, but the student does not understand what is expected of him, or if the student expects special favors from a teacher, this is not reciprocity. Reciprocity occurs only when both student and teacher have an understanding of all expectations and agree to them. Teachers retain the option to determine the curriculum, but this option must include the responsibility to provide curriculum that is appropriate for each student.

Rules Create Freedom of Interaction

It must also be clearly stated that the greatest amount of freedom occurs only when there are rules to govern behavior. Where there are no rules, people do not understand the expectations for themselves or for the people with whom they interact. However, by having knowledge of the rules, students know the boundaries within which they can operate, both positively and negatively. It is only when rules are stated, not rules that stifle the imagination, but rules that clarify roles, that healthy interaction takes place. Behavioral contracts facilitate this occurence.

BEHAVIORAL CONTRACTS

There are a variety of behavioral contracts that teachers can use to develop a better feedback system between themselves and their students. One particular format is provided in this Handbook in an attempt to model how a contract should be set up. Other possibilities are left to the imagination. The contract recommended is actually composed of two parts. The first is a grade assessment form and the second part is a behavioral contract. This is to be distinguished from alternative grading systems and the joint lesson plans discussed in this chapter.

A. Grade Assessment Form

The grade assessment form is basically concerned with what is expected of students in such things as the number of books they are to read, what outside assignments are expected, what daily assignment must be completed. An attempt is made to determine what output is required of regular students in order to receive an "A", "B", or "C". Obviously, anything less than a "C" is unsatisfactory work and is not handled by this method. The information contained in the form is then converted into a lesson plan that fits the capabilities of the handicapped student. In other words, the Resource Room Teacher (RRT) modifies the expectations of the Regular Classroom Teacher (RCT) in a manner which permits the handicapped student to receive a grade (feedback) of "A", "B", or "C". Whatever the grade, it must be based on his ability level, not on direct competition with students with whom he cannot compete academically. When an appropriate conversion is made, the teacher and student are ready to set up a behavioral contract (see Form 1, Page 133).

GRADE ASSESSMENT FORM

In order to evaluate _____ work for the current marking period I would like to request the following information from you so that we can make a contract with you and _____ concerning the amount of work necessary to pass your class.

What must _____ do to earn an Excellent(A)? (Please be specific concerning books to be covered, math skills necessary, projects to be completed, etc.)

What must _____ do to earn Above Average (B)?

What must _____ do to earn Satisfactory(C)?

B. Grade Contracts

Once the RRT developes an educational plan that extracts the greatest possible output for the handicapped student, the groundwork for a grade contract is laid. The RRT discusses outputs expected from the handicapped student with the Regular Classroom Teacher (RCT) and with the student. This process allows them to come to an agreement as to what is required in order to receive an "A", "B", or "C" grade for the class. In this setup requirements are specified exactly. They include exactly what a student must do to receive an "A", how much less to receive a "B", and whether this is to be done on a quality or quantity of output basis. Once the actual requirements have been determined the student, RCT, and RRT all sign the contract. The key to the success of the grade contract is that the student competes for a grade against his own capabilities. He is appropriately reinforced by the teacher for the amount of output, as is the regular class student who has normal potential.

Because the handicapped student often does not have a good grasp of what is expected of him, the specificity of expectations is an advantage that he usually does not have. This specificity will help to make him a better student (see Form 2, Page 135).

GRADE CONTRACT

In order to obtain the objectives you outlined in the Grade Assessment Form,_____ and I have discussed what he is capable of achieving during this marking period. _____has an understanding of how much work is required to obtain each objective.

Specifically, in order to obtain the following grade, _____ will perform the following:

A.

B.

C.

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

_____(Student)

_____(Teacher)

_____(R. R. Teacher)

ALTERNATIVE GRADING

Handicapped students who are mainstreamed into the regular education program share with the Regular Classroom Teacher (RCT) a major dilemma: How to receive (give) adequate feedback for their work output, especially when compared to regular students. This problem parallels the mainstreaming issue and a series of feedback systems (grading) have been developed to handle this problem.

An accompanying problem is: who is to develop or assist the RCT in determining what feedback system should be adapted. This problem is resolved only when the RRT and the RCT cooperate in grading the handicapped student. Included in this Handbook are descriptions of six possible grading systems which may be used to give the handicapped student appropriate feedback and rationale for using a joint system.

Rationale

There are a variety of reasons that the RRT can present to the RCT for using alternative grading systems with handicapped students. While some of these are not exclusive to the handicapped student, it is with them in mind that these systems have been developed.

Individualization

One of the problems the handicapped student faces in competing with students in regular education is that the handicapped student's skills are more limited. The teacher is confronted with this problem when trying to decide how to grade a student with a handicap. The only way that this can be done is to individualize the grading system so that all handicapped students, and perhaps regular students as well, are competing against themselves. In this way, the teacher has an adequate means of measuring the student's output. By individualizing the grading system, the student is graded on the basis of the energy that he puts into the learning process. The feedback he receives from the teacher is based on his input and output. Individualizing, therefore, is a way of encouraging the special student to work as hard as he can at his highest level of capacity, while not discouraging him because of his handicap.

Options

Another advantage to the alternative grading system is that we are offering teachers a variety of options which they can use to determine how they will grade their handicapped students. The teacher can chose a grading system that is responsive both to her needs and to the student's needs. Furthermore, by suggesting alternatives, the Special Education instructor is not choosing the grading method for the teacher, but is suggesting alternatives from which the Regular Classroom Teacher may choose. Since these alternatives range from the Regular Classroom Teacher grading entirely to the Resource Room Teacher grading entirely, our system does not impede nor does it interfere with the Classroom Teacher's freedom of choice. At the same time, however, we are strongly urging the Classroom Teacher to choose an alternative system of grading.

Balancing Special Education-Regular Education

The advent of mainstreaming has introduced a variable into education that is unique in the sense that handicapped students are no longer isolated as they had been for the past twenty years. Now we have a situation where two teachers, a Special Education Teacher and a Regular Teacher, are responsible for the student. This new balance must be also reflected in the feedback system (grading) to the student and parent. The Special Education student's situation is such that he is receiving feedback from both a Regular and a Special Education Teacher. But if the grading system is based on one teacher or the other, as opposed to a combined effort of both teachers, the student is receiving data that might possibly be inaccurate. As a result of this, he may misjudge how he should respond to the social system (school). For example, if the feedback from the Classroom Teacher is that he is not satisfying the objectives for that class, but the feedback from the Special Education Teacher is that he is doing well, this confusion could lead the student to an erroneous conclusion concerning his skills. Thus, in a system where there is a balance between both teachers in grading, the student should benefit. Such a system requires the Resource Room Teacher to communicate directly with the Regular Classroom Teacher and induces an appropriate response from the Classroom Teacher. This combined effort should provide the student with a realistic assessment of his skills.

Grading System Mainstreamed

Another reason for using an adjusted grading system is that the mainstreamed handicapped student should receive the same feedback in terms of letter grades that regular classroom students receive. The comcept of mainstreaming originated in an attempt to erase from the handicapped student's mind the idea that he is different from other students. For example, if he is graded on a pass-fail basis (S-U) rather than a gradient basis (A,B,C,D,E), he soon realizes that he is different from other students. This encourages his "specialness". By offering the grading system described in this article, the Spbcial Education student can be put on the same grading system as other students and by providing various options, the Regular Classroom Teacher should be able to find one option that is satisfactory.

Grading System as a Feedback System

Finally, it must be emphasized that whatever grading system is used, its value is in its feedback potential. Feedback should be designed to reflect the student's capabilities, while not discouraging him beyond repair. If handicapped students are judged strictly in relationship to students without handicaps, they will most likely fail. Graded on a curve such a student will almost always come out last, providing him with inaccurate information. This, however, is unnecessary. It is quite possible to develop a feedback system which emphasizes the student's strengths, thus allowing him to be judged on the expected outcome for his ability level. For example, a physically handicapped student will probably not be a football player, yet there are many tasks with physical requirements in which he can engage. The educable mentally impaired student may use his intelligence to make sound judgements. By using a grading system with a variety of options, feedback to the student can reflect his difference from other students, yet not discourage him from wanting to learn.

Overview

A - Regular Classroom Teacher Controlled Contract

The Regular Classroom Teacher marks the student according to his pre-determined grade plan in the same manner as the rest of his class.

B - Daily-Weekly Guide

The student is graded on an equal basis for each day/week regardless of the activity/assignment involved.

C - Mid-Marking Period Agreement

A grading compromise between the Regular Classroom Teacher and the Resource Room Teacher. They discuss grades and if they cannot reach a mutual agreement, they evenly split the difference between their positions.

D - Joint Contract

The Regular Classroom Teacher submits her program to the Resource Room Teacher who modifies the content to fit the student's ability.

E - Behavioral Objectives Plus Scattergram

Student is given a reading and I.Q. test and then a scattergram is compiled in order to develop an individual Behavioral Objective or a Behavioral Objective is prepared for groups of similar levels.

F - Resource Room Teacher Controlled Contract

The Resource Room Teacher has the total grading responsibility. This type of contract is used, generally, when the Regular Classroom Teacher has no known guidelines for marking handicapped students, or, when the student is in the Resource Room full time for a particular subject.

Discussion

A - Regular Classroom Teacher Controlled Contract (RCTCC)

Description

A Regular Classroom Teacher Controlled Contract is an agreement between a Regular Classroom Teacher and a Resource Room Teacher that the Regular Classroom Teacher will mark the student according to his predetermined grade plan. The Resource Room Teacher's only function in this contract is to ask the Regular Classroom Teacher if he would be willing to use one of the other potential contracts. If he is unwilling to modify his grading system, the Resource Room Teacher does not attempt to intervene.

Rationale

This type of contract must be offered to Classroom Teachers because many honestly feel that all students must be graded within the structure of a class unit, as opposed to an individual unit. For us to ignore this fact is to disregard the Classroom Teacher's integrity in this matter. However, by offering this contract, we also may gain some influence with the Classroom Teacher, which may benefit our mutual students.

When to Use

When the Classroom Teacher allows none of the other options to be used in her classroom.

B - Daily-Weekly Grade Contract

Description

In this contract the Regular Classroom Teacher agrees to mark the student on a daily/weekly basis, with either daily/weekly grade being equal to any other daily/weekly grade. Thus, if we used the Daily Contract (which is preferable), a student is daily marked on his contributions to class, his in-class work, out-of-class work, etc. on the day that is occurs. Thus, a test or project completed on Monday, is just as important as a class discussion or movie interaction on Tuesday. A-E are assigned a point value of 1-5, and are added up at the end of the marking period, divided by the number of days, and an appropriate grade is given.

Rationale

This contract gives equal weight to class interaction, tests, papers, etc. thus giving each student an opportunity to be graded on his strengths rather than his weaknesses. Thus, a student who works hard will be able to get a "good" grade, but because he is likely to fall down on tests, papers, written projects, occasional daily work assignments, he will not be able to obtain the top grades.

When to Use

This contract is good in secondary situations, particularly when a Classroom Teacher is unable to modify the curriculum of the class to any great extent.

C - Mid-Marking Period Agreements

Description

This contract is an agreement between the Resource Room Teacher and the Regular Classroom Teacher that they will share equal responsibility for the grade, based upon their unique perceptions in their own classrooms. At the end of a marking period, each will discuss their grade and their rationale for it. They will then come to a mutual agreement based on their two positions (if appropriate). If no agreement can be reached, they will evenly split the difference between their positions.

Rationale

This is an attempt to bring a negotiated settlement between a Regular Classroom Teacher and a Resource Room Teacher who come to the meeting with different bias'. Each influences the other, and the student gains by the mutual growth and understanding that takes place.

When to Use

This should be a frequently used instrument with teachers who can compromise. It involves the least time commitment, and little nuisance work is involved, which is to everyone's benefit.

D - Joint Contract

Description

The Joint Contract is an attempt by the Resource Room Teacher and the Regular Classroom Teacher to work out a mutual program for the student. The student's grade is based on the amount of work expected of other students, but the student's ability level is also taken into consideration. The Resource Room Teacher contacts the Regular Classroom Teacher, asking the Regular Classroom Teacher to write out the program for the class during that marking period. Then the Resource Room Teacher modifies the content of the program to fit the student's ability level, thus individualizing this program. The grade is then given on the basis of work output, which was ability-level determined.

Rationale

The Joint Contract is an attempt to individualize programs by the Resource Room Teacher, Student, and Regular Classroom Teacher making the student's ability level appropriate. Thus, a high amount of learning is encouraged because the student is competing against himself.

When to Use

This type of contract would be appropriate in any situation where a teacher wants to individualize a program for his student, but is unaware of how to do this. It provides a good opportunity for the Resource Room Teacher to train the Regular Classroom Teacher in individualized programming. However, this type of contract can be quite time consuming for both the Regular Classroom Teacher and the Resource Room Teacher.

E - Behavioral Objective Plus Scattergram

Description

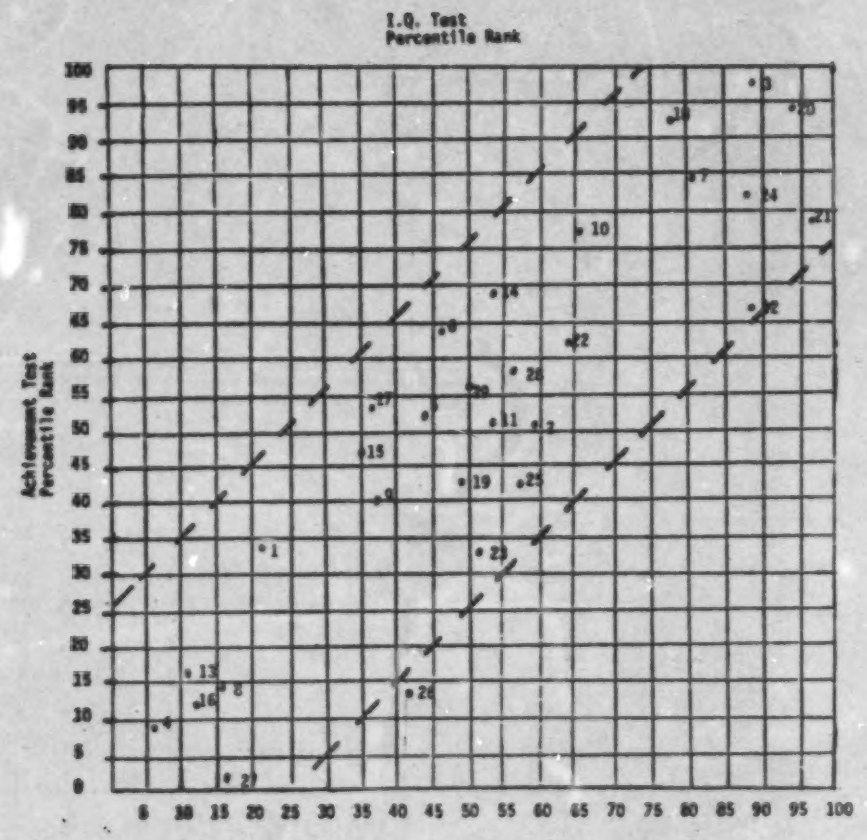
This type of contract is the most involved of all of those mentioned, providing the Regular Classroom Teacher with both information about her class and an individualized program for the student. The Resource Room Teacher (or the Regular Classroom Teacher) gives an achievement test to the whole class. These tests, scored by the Resource Room Teacher (or the Regular Classroom Teacher) usually indicate a wide range of achievement levels in the class, and are made available to the Regular Classroom Teacher. Next, a scattergram (see Form 3, Page 145), which is a combination of the achievement test and an I.Q. test, is prepared. The scattergram graphically demonstrates the student's range of abilities. Based on this information, the Resource Room Teacher and the Regular Classroom Teacher, or either of them individually, would develop a Behavioral Objective for individuals or groups of similar levels within the classroom. The attainment of the Behavioral Objective, as represented by the terminal Performance Objective, is what the student's grade is based on.

Rationale

The rationale for this particular contract is that it introduces the Regular Classroom Teacher to the wide range of achievement levels within any particular class. Since the Resource Room Teacher provides her with the tests, gives and scores these tests, the cost to the Regular Classroom Teacher's time is minimal. However, the understanding she gets concerning the wide range of scales within her classroom is extremely high. The Performance Objective is an attempt to develop a program that is commensurate with the student's skills.

When to Use

It seems most appropriate to use this type of contract when a comprehensive approach is determined. Because of the time involved initially, it can be very difficult to find teachers who would be interested in this type of involvement, however, this undoubtedly is the most complete program.



Scattergram showing the range of scores for 29 students in a sample classroom.

F - Resource Room Teacher Controlled Contract

Description

This contract is when the Resource Room Teacher exclusively gives the grade to the student whether or not he is full time in her class for a particular subject or full time in the Regular Classroom Teacher's class. The grade given by the Resource Room Teacher is individually pre-determined based on one of the four above mentioned formats (B-E).

Rationale

There are two reasons for this type of contract. The first is when the Classroom Teacher simply feels that she has no known guidelines for marking a handicapped student and, therefore, requests that the Resource Room Teacher have this responsibility. A second reason is when the student is placed full time in the Resource Room for a particular class (i.e. English, History, Social Studies, etc.).

Summary

We have just presented the rationale for a grading system and six dirrerent types of methods that may be used in grading the handicapped student. We realize that this is just a sampling of the many methods that could meet the needs of both the students and teachers. It is hoped that this presentation will aid the Regular Classroom Teacher in selecting a grading system suitable for their needs.

JOINT LESSON PLANS

Resource Room Teachers (RRTs) who attempt to coordinate their tutorial and remedial services with lessons presented by Regular Classroom Teachers (RCTs) usually find that some written format must be adopted. This format is frequently called a joint lesson plan and three versions are included in this chapter.

Rationale

The joint lesson plan is a written vehicle for gathering, exchanging, and recording information. When students are placed in the Resource Room program, the RRT sets up individualized educational plans for them. These, generally, include some attempt to coordinate the RRT's plans with the lessons being taught by the RCT. In this way students do not suffer from time lost while out of the regular classroom. Instead, the RRT plans lessons which reinforce classroom teaching, a technique which frequently improves students' grades and which allows the student to keep pace with his class. In order to plan appropriate lessons, the RRT must constantly be aware of the lessons being taught by the RCT. The joint lesson plan provides the RRT with this information.

One indirect benefit from using a joint lesson plan is the fostering of the consultant role as part of the RRT's duties. Since the form cannot be used unless both teachers cooperate, the RRT must make personal contact with the RCT. This contact includes developing rapport, agreeing upon an educational plan, and initiating aprocedure for coordinating information. Communication of information may be accomplished through frequent verbal discussions of through the use of a written form such as the joint lesson plan. Since a RRT generally services fifteen or more RCTs, it may be impossible for the RRT to personally coordinate these lessons with RCTs each week. The use of a written form, therefore, is necessary.

With continuous use of the joint lesson plan each teacher is always aware of what the other is teaching and of the responsibilities they share. The RCT soon realizes the extensive amount of planning the Resource Room program requires and good staff relations are fostered.

The joint lesson plan requires both teachers to be specific about their lessons. Each must state what she will teach during the upcoming week or marking

period and how she will teach it. Since weekly plans are usually required by principals, this aspect of the joint lesson plan should not cause teachers any difficulty. The RCT usually fills out the form on Friday and returns it to the RRT so that she has time to coordinate lesson plans in the Resource Room. Included with the form are the objectives for the week, the books and pages the RCT will use and any additional information the RRT will need. Such specificity encourages both teachers to carefully plan lessons with specific objectives. However, it does not preclude exploratory activities which frequently arise during teacher directed lessons. Lessons planned by the RRT to reinforce classroom teaching, can be presented in a manner which takes advantage of the student's unique learning style and promotes individualization of instruction.

Resulting from such precise information is the re-education of the RRT. Few RRTs know thoroughly all the subject material which they are expected to teach. With the joint lesson plan, they become familiar with the objectives and materials preferred by the RCTs with whom they are working. Over time, they develop working knowledge of most of the areas in which handicapped students are usually referred.

When more than one teacher is instructing a student in the same subject, services should be closely coordinated so that there is no unnecessary duplication of services. Any teacher who works with Special Education students, however, soon becomes aware of the constant need for repetition. Overlearning is a must. RRTs, therefore, should plan to specifically repeat or review classroom lessons using the student's individual learning style. The result of such planned review is a better chance for the student to learn the material and to recall it at some later date. Furthermore, RRTs may administer classroom tests using techniques which insure the student the greatest chance for success. The result should be improved grades in the regular classroom.

As the handicapped student becomes more proficient, in the regular classroom, his success will be connected with the efforts of both teachers. The RCT will see some purpose to the joint lesson plan and will be encouraged to continue using it. The RCT will be aware of the RRT's activities and will realize that the RRT is directly supplementing her efforts. Empathy will be established between both teachers, and good staff relations will become even better.

Joint lesson plans filed over time by the RRT in the student's folder will result in a record of the student's educational progress. Such record keeping is essential if the RRT is to demonstrate educational progress. This evidence is more realistic evidence for accountability than scores received on standardized tests since it is based on the objectives of the RCT.

Proper use of joint lesson plans can only result in benefits for everyone, the RRT, the RCT, and especially the student.

Timing

If the RRT and the RCT both agree to use the joint lesson plan, they must commit themselves to consistent use of it. Timing must be worked out and each must be fully aware of the responsibilities which the form necessitates. The form is given to the RCT several days prior to the time that the RRT needs it. This permits the RCT to plan her lessons, find appropriate books and materials, and compile test items, homework assignments and make-up requirements. When completed, the form is returned to the RRT for her to fill in her coordinated part of the form. The RRT then sends a copy of the joint lesson plan back to the RCT. In this manner, each teacher knows what the other is doing. The RRT files a copy of the weekly form in the student's folder as an ongoing record of the educational plan.

Description

Form 4 - The first form is the most elementary and the easiest to use. After the usual information is supplied, all that is required is a recording, by day, of the lessons which the RCT and the RRT will present. The form is based on weekly lesson plans. It is filled out by the RCT and is sent to the RRT along with all written materials which the RCT will use with the lessons. The RRT then records what she will teach in coordination with the RCT's lessons. A copy of the completed form is returned to the RCT for her information. The RRT uses the joint lesson plan to teach the student, over the week. Whenever possible, the same or similar materials are modified to fit the RCT's presentation. If tests are included, the RRT frequently administers the test in a manner most appropriate for the student. For example, students with poor reading skills may write answers to test items which the RRT read to him. When the weekly plan is completed, the form is filed as a record of the educational plan (see Page 151).

Form 5 - This format includes all the elements of the easier Form 4 but adds the dimension of evaluation. This aspect requires each teacher to evaluate the effects of the lesson on the student. In other words, how effective was the educational plan? As a result, the RRT may plan further review of the material.

The evaluation part of the form is best completed by the teachers jointly so that, if agreement is not available, a face-to-face compromise can be worked out. If personal contact is not possible, the used joint plan may be sent to the RCT with the new form for the coming week. She may write in her evaluation of the student's progress and return it to the RRT with the coming week's plan. The RRT may then make adjustments in the proposed plan so as to incorporate additional review (see Form 5, Page 152).

Form 6 - The intention of this form is to move both teachers toward planning based on performance objectives instead of on chapters in a book. At the top of the form, there is space for the objective which will be taught. Both teachers must agree on the objective before the plan can be started. Following this, each teacher fills in the assignment and materials sections. The plan remains in effect until the objective is met or until revised. Following completion, both teachers fill out the evaluation section. The revision section is used only if the evaluation states that the objective needs further attention, or if the objective is not met within a reasonable amount of time. This is the most individualized of the forms (see Form 6, Page 153).

Although three types of joint lesson plans are presented here these are only suggestions. RRTs may find them appropriate for their situations or may use them as foundations for formats which are more appropriate to their RCTs and handicapped students.

Joint Lesson Plan

Teacher: _____ Students involved:

Subject: _____ _____

Grade: _____ _____

Date: _____ _____

Day	Regular Classroom	Resource Room
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Please list books, pages and other materials to be used. Attach all handouts, tests and answer sheets. Include homework and makeup assignments where appropriate.

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JOINT LESSON PLAN

Teacher: _____ Date: _____

Subject: _____

Day	Resource Room	Regular Classroom	Evaluation-%, or # or Time			
			Atti-tudes	100-90	90-80	80-70
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

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Joint Lesson Plan

Teacher: _____ Students: _____

Subject: _____ _____

Grade: _____ Date beginning: _____

Learning Objectives:

	Regular Classroom	Resource Room
ASSIGNMENT		
MATERIALS		
EVALUATION		
REVISION		

Chapter X: Individualizing Instruction

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PRESCRIPTIVE TEACHING

In order to provide instruction in those specific curricular areas in which a resource room student needs help, it is necessary to employ prescriptive teaching. Prescriptive teaching begins with the diagnosis of strengths and weaknesses by means of both formal and informal testing procedures. Following the diagnosis, an educational prescription is written. This should include the exact goals expected of the student, the methods necessary to attain these goals, and the evaluation process that will determine that the goals have been met.

Prescriptive teaching aids the teacher in making the best use of the limited time available to her. The designing of a learning profile and prescription provides an organized means of describing the learner in terms of his educational performance and style. It allows the Resource Room Teacher (RRT) and the Regular Classroom Teacher (RCT), along with other concerned personnel and the parents, to share a common pool of knowledge about the student and what will be expected of him.

Prescription writing can be broken down into two distinct parts. The construction of the Learning Profile describes the learner in concrete, objective terms and allows for the highly specific Learning Prescription to be designed. In this chapter, the process for writing both the Profile and the Prescription will be described. A format is presented to facilitate that process and serve as an outline for the RRT to follow in preparing the information to be used in discussion and planning.

Learning Profile

The Learning Profile describes a student's past and present performance--those tasks at which he has been successful and those at which he has not succeeded. It defines the level of academic, social, and psychomotor skills and specifies learning techniques and modes which have succeeded or failed.

Almost all of the data needed to complete the learning profile can be found in the information gained from the consultation forms and the diagnostic tests compiled by the RRT. (See ChaptersVIIIand VI.) Before attempting to write a prescription or profile, this information must be available.

First, the RRT must list the student's learning strengths and weaknesses. These are treated together for several reasons. While the student may exhibit a learning problem in a specific area such as reading or math, there always exists a foundation or strength on which to build. The success of prescriptive teaching lies in finding these foundation points. An example of a learning difficulty matched to its strength would be:

Learning difficulty: Student cannot correctly work problems in addition with carrying.

Learning strength: The student can work addition problems consisting of two three-digit addends.

The second reason for treating strengths and difficulties together is that, while sometimes difficult, the listing of a strength for each weakness helps both the RRT and the RCT to identify some positive aspects of the student. Pointing out these strengths can also aid the self-concept of the student. Many times he is all too aware of his own shortcomings and having someone point out his abilities is most beneficial.

Each of the three skill areas or domains--the affective, the cognitive, and the psychomotor--will be presented here. Common strengths and weaknesses will be mentioned, along with a brief description of the kinds of skills classified in each area. Learning techniques and modes will follow since the data included in this section spans all three skill areas or domains. Lastly, the Learning Profile will be diagramed to show the relationships between the various areas.

Strengths and Difficulties in Affective Areas:

The affective area includes the student's attitudes and behaviors in school. In searching for strengths and difficulties, the RRT observes the relationship of the student to his teacher(s) and peers. Does the student get along with one and not the other? Is he withdrawn or does he constantly act out? Is the student overly talkative or too quiet? What are the impressions that he has of himself? Is he confident? Looking at the learner in this way does not imply that these items are identified as problems. During consultation with the RRT, the RCT may mention behaviors or attitudes which she has noted in the student and these should be considered as possible problem areas if so identified by the RCT. Another facet of the affective area is the ability to attend to a task. Appropriate questions include the length of time that the student pays attention during a class discussion, a silent reading assignment, a math worksheet, a movie. The RRT should also observe the manner in which the student's attention fluctuates as a key to the way in which he might learn best.

While there are some formal evaluative scales in the affective area, the RRT will most likely be presented with one or more problems identified by the RCT. It is then a matter of recording how often a behavior occurs, in order to develop a baseline for future improvements.

Strengths and Difficulties in the Cognitive Areas

Cognitive skills can also be defined as academic skills. Difficulties encountered in the various subject areas of math, reading, phonics, social studies, science, etc. fall into this category. Most problems, however, seem to center around the areas of reading and language skills, and mathematics. Most students who experience difficulties in science or social studies are usually poor readers, which makes it difficult for them to use the assigned textbooks and to read the worksheets and tests that the teacher passes out. Some students have difficulty with the abstract concepts presented in science or social studies and these needs must be considered. Other students excel in one particular subject area, while doing poorly in others.

Skill levels in math and the language arts are assessed by means of formal and informal tests. The chapter on diagnostic testing helps the RRT construct tests which are appropriate for her particular situation. Formal tests and some informal tests are available from many leading publishers and the results of these along with the results of the teacher constructed tests pinpoint the exact skill level of the student. For example, the intermediate student may know the consonants, but not the vowels. The junior high student may be able to multiply two two-digit numbers, but not if carrying is involved.

The age of the student is also of prime consideration. In addition to examining the skill level, the RRT must also consider if the student has progressed to the point in school where the focus should be on tutoring rather than on remediating, in order to help him succeed in his academic setting? This is especially important at the secondary level where students do not want to appear different than their peers but at the same time, they have specific course requirements for graduation.

If the student is of junior or senior high school age, it is particularly important to survey his potential job and consumer skills. What are the skills needed to successfully hold a job, live in a home or apartment, take care of one's self? There is an entire continuum of skills including filling out forms and applications, using checking and savings accounts, cooking balanced meals,

voting, maintaining an automobile, dealing with insurance companies, and being able to get help from various agencies when needed. There are also the related affective skills of getting along with one's employer and co-workers and using leisure time successfully.

When listing strengths and weaknesses, it is necessary, also, to justify how one established them. The RRT should list all formal and/or informal tests, word lists or inventories which were used.

Strengths and Difficulties in the Psychomotor Area

The psychomotor area includes the gross and fine motor skills. Gross motor skills include such tasks as walking, running, jumping, hopping, and catching a ball. Fine motor skills include using the scissors, writing with a pen or pencil, coloring, manipulating toys, and putting puzzles together. Most fine motor skills which are appropriate to the school setting are visual-motor skills. They require the eye to work with the hand to cut along a line, copy a shape, or put a puzzle together correctly.

Problems in this area are usually obvious. The student who can't print or color and the student who has difficulty on the playground stands out to both the RCT and the RRT. There are many published tests which can be used to more closely examine the student who is demonstrating a problem in this area. There is also material in Chapter , Diagnostic testing. Strengths and weaknesses found in the Psychomotor area should be listed on the learning profile, along with the manner in which the skill was evaluated.

It should be noted that students may exhibit problems in one, two or all of the skill areas, but no skill area need be listed if no problem exists. The RRT may also match a learning strength from one area with a learning difficulty from another, as in the case of the student who has not yet learned to tell time (a cognitive skill), but whose parents have promised him a watch when he learns (an affective strength).

Learning Modes

Learning modes or styles are the particular ways in which one learns. Each person has his own best style or mode. Some remember a phone number by repeating it out loud; others must write it down and then look at it. The same thing is true of students. Some learn better in a one-to-one setting, others work well in small groups or in whole class activities.

Many students pick up a good portion of their learning from reading assignments. There are others, who for a variety of reasons, pick up more information by listening to a tape or a record, or watching a filmstrip, an overhead transparency, or a movie.

Is the student easily distracted by sounds, either inside the classroom or out, such as other groups in the hallway or traffic sounds? Visual distraction is also possible, exaggerated by such things as too many problems on a page or colorful, busy pictures.

How does the student approach problems or tasks - in an organized or disorganized fashion? Does he look a task over before attempting it? Does he give up after a few quick tries, or stick to it until the task is complete?

The RRT must consult with the RCT in order to determine the particular styles or procedures which have been successful or unsuccessful in the past, and, therefore, which conditions and techniques should be employed or tried to insure the highest degree of success. The information, thus gained would be placed on the Learning Profile under Learning Modes.

LEARNING PROFILE

	DIFFICULTIES	STRENGTHS	LEARNING MODES
AFFECTIVE and/or COGNITIVE and/or PSYCHOMOTOR			

This is the model of the Learning Profile. It includes the difficulties strengths and learning modes of the student for the three skill areas of affective, cognitive, and psychomotor. To review, there should always be at least one strength for each difficulty. There may be a problem listed in a single area, in any two, or perhaps all three areas. Learning modes relate to all three areas. When this information is complete, the RRT then moves to the Learning Prescription, the actual plan to be used to assist the student.

Learning Prescription

Once the learning profile has been constructed, the process of prescription writing is greatly simplified. The RRT knows the precise skill level at which the student is functioning and the learning modes which have previously been successful or unsuccessful. It remains then to 1) set educational goals for each of the identified difficulties, 2) set down specific techniques for accomplishing them, and 3) form evaluative processes for determining if they have been met. Goals, techniques, and evaluation will each be discussed and then the prescription format will be illustrated.

Goals

Educational goals are chosen by the RCT and the RRT. Together, they decide the specific skills which the student needs in order to function at a higher level. The goals should be written using the data found under Strengths and Difficulties in the Learning Profile. For example, if a learning difficulty has been identified as the inability of a student to perform subtraction with regrouping and the related learning strength was that he can subtract one three-digit number from another as long as regrouping was not required, the goal might be: "The student will subtract one two-digit number from another when regrouping is required."

This general goal can also be stated in terms of a performance objective, such as, "The student will, given a sheet of 20 subtraction problems involving regrouping, correctly answer 18 of the 20 within a half-hour". There are many formats for performance objectives in educational literature. There are, however, several criteria which are shared by most. They involve the identification of:

1. The learner
2. The specific task to be accomplished
3. The conditions for completion
4. The evaluation

Performance objectives should always be stated in positive terms:

NOT: Tom will not get out of his seat.

INSTEAD: Tom will stay at his desk during the seatwork period for ten minutes, raising his hand if he needs help.

They should be concrete and observable:

NOT: Ann will be able to do addition.

INSTEAD: Ann will complete 19 out of 20 addition problems, adding 2 double-digit addends without carrying.

They should be measurable:

NOT: Bob will improve one year in reading.

INSTEAD: Bob will identify 90% of the Dolch words when presented on flashcards, given 5 seconds in which to name each word.

By being specific in stating the objective, the RCT, the RRT, the student, and his parents can all know exactly what is expected of him. By stating the conditions under which the student will work and the manner in which he will be evaluated, each person concerned will know exactly when the student has achieved his goal and is ready to progress further in another section of this chapter.

Techniques

That area of the Learning Prescription labeled as Techniques reflects the knowledge gained in analyzing previous Learning Modes (as described under the Learning Profile) and results in the selection of appropriate materials, and modificatio of curriculum which are both discussed later in this chapter. Techniques from these areas, specific math or reading programs employed, and behavioral programs designed for the student can be listed under this heading. In this way, those concerned with the student will know under what guidelines the RRT is working. Additionally, decisions as to where the student will perform some of his tasks will be made and skills which will be dealt with in the Resource Room and in the regular class will be defined.

In selecting the techniques to be used with a particular student, the RRT must consider several questions:

1. Will this technique make the student less unique and more acceptable in the regular class?
2. Will this technique improve the RCT's perception of the student, helping to make her realize that with the properly chosen work the student will be both more successful and cooperative?
3. Does the technique reflect the student's strengths as well as his difficulties?

With these factors in mind, the selection of materials and techniques is greatly facilitated.

Evaluation

Diagnostic testing is an essential preface to the prescription writing process, and just as importantly, post tests should be utilized to insure that the educational goals have been reached. Testing is used when the student enters the Resource Room, to identify those skills which the student does and does not possess. This evaluation can take the form of informal or formal diagnostic tests. (see Chapter VI). These measures are used in the various academic areas to identify highly specific skills which the student needs. They can be purchased commercially or they can be constructed by the RRT in order to match most closely to the texts and concepts of the particular situation in which she works.

Evaluation can include baselines, frequency counts, and charts for demonstrating gains in behavioral programs or those academic areas which are suitable for charting, such as the number of flashcards identified by the student or the number of math facts correctly answered in a given time period. A baseline is used before any technique is attempted. The teacher, social worker, or psychologist records the number of times a behavior occurs, the length of time the student performs a task, or the number of items correct. Then, during and after a technique has been implemented, the frequency continues to be recorded so that the teachers, the student, and others involved can see the progress that is made. Charts are a simple means of recording this data. Either the teacher or the student can fill in the data for a daily or weekly progress check.

Testing can be done by the RRT, the RCT, the psychologist or a social worker, depending on the area being evaluated. Pre and post tests used to evaluate a student's progress must be equivalent. That is, the post test must be measuring the same exact skill or skills which were measured in the pre-test. Only in this way can the student's gain be clearly substantiated. Many commercially made diagnostic tests can be purchased in two forms, labeled as I and II or A and B. Two forms of the same test must be used so that the chance of a student recognizing the test items is diminished. In a teacher-made test, the syllables used for the student to identify vowel sounds can be changed so that different examples evaluated the same sounds. Reading passages of the same levels as the pre-test can be used to check improvement in reading comprehension.

The importance of proper evaluative techniques cannot be underestimated. The continuing evaluation of the student by charting or testing alerts the teacher to problems as they arise and allows changes to be made when necessary.

The Learning Prescription as it has been described is illustrated below:

	GOALS	TECHNIQUES	EVALUATION
AFFECTIVE and/or COGNITIVE and/or PSYCHOMOTOR			

To summarize the information required for the chart, the RRT first defines an educational goal for each of the difficulties listed in the profile. The techniques for achieving these goals is then listed. Lastly, the methods used in evaluating the student's progress are recorded. These tests should be parallel forms of the pre-tests so that the most valid results can be obtained.

Learning Profile and Prescription

On the following pages three examples of the prescription form are presented. Figure 1 represents the form before it is filled out by the RRT. Figure 2 summarizes the various items to be considered at each step in the prescription-writing process. This form is used only as a reference for the teacher while she analyzes the student's needs and uses that information to complete the form illustrated in Figure 1.

Figure 3 is an example of the entire process. It reflects all of the topics given consideration in this chapter. Examination of Figure 3 will allow the reader to follow the process from beginning to end using a student model and building upon the data provided.

Summary

In summary, the prescription formula attempts to establish several objectives.

1. Problem Specificity
   The prescription process defines the problem in concrete, measurable terms so that all concerned with the student know what he is expected to accomplish.
2. Appropriate Curriculum
   The process allows the RRT to examine the student's curriculum and provide alternative where necessary to insure the success of the student.

LEARNING PROFILE			PRESCRIPTION		
DIFFICULTIES	STRENGTHS	LEARNING MODES	GOALS	TECHNIQUES	EVALUATION

Figure 1: Blank Prescription Form

LEARNING PROFILE

DIFFICULTIES

AFFECTIVE
- Teacher-student relationship
- Self concept
- Peer group
- Attending to task
- Following directions
- Tests administered
- Test scores

COGNITIVE
- Academic skills
- Subject areas
  - Tutorial?
  - Basic skills?
- How did you arrive at that difficulty?
- Tests administered
- Test scores

PSYCHOMOTOR
- Gross
- Fine
- Perceptual activities
- Tests administered
- Test scores

STRENGTHS

AFFECTIVE
- Match strengths to difficulties
- Teacher-student relationship
- Self concept
- Peer group
- Attending to task
- Following directions
- Tests administered
- Test scores

COGNITIVE
- Match strengths to difficulties
- Academic skills
- Subject areas
  - Tutorial?
  - Basic skills?

PSYCHOMOTOR
- Match strengths to difficulties
- Gross
- Fine
- Perceptual activities
- Tests administered
- Test scores

LEARNING MODES

AFFECTIVE - COGNITIVE - PSYCHOMOTOR

- Previously successful or unsuccessful conditions, styles or procedures
- Current successful or unsuccessful conditions, styles or procedures

Figure 2: Points to consider when constructing the learning profile and prescription

PRESCRIPTION

GOALS	TECHNIQUES	EVALUATION
AFFECTIVE - COGNITIVE - PSYCHOMOTOR	AFFECTIVE	AFFECTIVE - COGNITIVE - PSYCHOMOTOR
Concrete, measurable positively stated observable	Individual	Formal
	Small group	Informal
	Classroom management	Counts
	Independent activities	Percentages
	Appropriate to strengths and weaknesses	Observations
	Improve teacher's perception of student	Who observes
	Make child less unique, more comfortable or accepted in regular class	Classroom teacher Resource Room teacher Social Worker
		Pre-post test
	COGNITIVE	
	Visual	
	Auditory	
	VAKT	
	Individual	
	Small group	
	Tutor	
	Independent	
	In resource room or regular class	
	Appropriate to strengths and weaknesses	
	PSYCHOMOTOR	
	Individual - Small group	
	Classroom, Resource Room, P.E. teacher	
	Paper & pencil tasks	
	Motor activities	
	Appropriate to strengths and weaknesses	

Figure 2 (Continued)

COGNITIVE

LEARNING PROFILE

DIFFICULTIES	STRENGTHS	LEARNING MODES
Inability to identify or reproduce all 26 alphabet letters--either in/out of sequence. Inability to identify or reproduce numerals 1-10 in/out of sequence. Inability to identify or reproduce a square, triangle, or rectangle. Inability to match color words to correct color. Tests Given: P.I.A.T. (9/9/74) Math - 0.0 Rdg. Rec. - 0.2 Rdg. Comp. - 0.0 Spelling - 1.0 General Info. - 0.0 Stanford (12/6/73) C.A. 7-4 M.A. 5-1 I.Q. 67 Birthdate 8/11/66 Functioning on a readiness pre-reading level. Weakness: Verbal area Memory area	Good visual motor skills. Can correctly reproduce peg board designs, geo-boards and Frostig worksheet Good visual memory, puzzle solving and block building skills. Test Given: McCarthy Scale (12/73) Strengths: Perceptual Performance	Cannot work well in a large group situation such as the classroom. Needs a one-to-one tutorial situation. Activities must be very structured, repetitive and concrete. Does well with all kinds of manipulative objects. Activities should be limited to about 30 min. with a short rest period in between.

Figure 3: Sample profile and prescription (courtesy of Marilyn Pikulski, Resource Room Teacher, Bedford Public Schools, Bedford, Mich.)

PRESCRIPTION

GOALS	TECHNIQUES	EVALUATION
He will be able to correctly identify and reproduce all 26 alphabet letters - both upper and lower case - in and out of sequence. He will be able to correctly identify and reproduce numbers 1-10 in and out of sequence. He will be able to attach to each number the correct quantity. He will be able to match the 8 colors and color words. He will be able to identify and reproduce a square, triangle and rectangle.	Visual and manipulative activities as well as some requiring gross motor skills. Very small group - one other person or individually. Scheduled 3 times a day in the Resource Room: 9:30 - 10:30 (60 min.) 11:45 - 12:15 (30 min.) 1:45 - 3:00 (75 min.) Remaining time in own room should be in small group activities also.	P.I.A.T. Peterson test for Early Identification of Learning Disabilities. Valett Inventory of Learning Skills. Informal Evaluations He must obtain 100% accuracy in all areas of readiness skills. Above tests will be given pre and post.

Figure 3 (Continued)

3. Learning Strengths

   This format exposes the student's strengths, as well as his difficulties, so that positive traits can be built upon.

4. Skill Levels

   The prescription examines the hierarchy of skills in which the student is working to identify the exact point at which he should begin. In this way, too, the RRT knows which skills to require of the student next, so that skills are not taught in isolation, but as part of a continuum.

5. Learning Conditions

   The environment in which the student is working is examined to see if there are factors which contribute to his learning problems.

6. Program Maintenance

   The prescription allows for decisions to be made regarding where the student is to perform various tasks - the Resource Room, the regular class, or at home.

7. Prescription Revisions

   The evaluation of the student's progress is the best indication of how well the program is working. If the student is not progressing then the data in the profile should be re-evaluated and changes in the program made.

SELECTING APPROPRIATE MATERIALS

The selection of appropriate instructional materials is a complex process involving the analysis of both the learner and the material. Such factors as the interest level and reading level of the learner are usually taken into account by teachers. However, many less obvious factors can influence the effectiveness of an instructional activity. This chapter will deal with some of the variables which teachers should consider before using a book or material with a particular learner.

The flowchart in Figure 1 illustrates a process which can be used in selecting materials. While many procedures have been developed for this purpose, an attempt has been made to provide the teacher with an orderly sequence of criteria, presented in a step-by-step format which will allow the teacher to rapidly match material to a particular learner. There is no need for the teacher to complete any type of form in order to accomplish a learner-material match. Careful examination will yield the necessary information about the material and data taken from the various consultation forms, the learning profile, diagnostic results, and observation will provide the needed descriptors of the learner.

This chapter is separated into sections according to criteria used at each step of the process. In the last section, the Interschool File of Materials will be presented and described. This file is a format for compiling many of the materials used by Resource Room Teachers (RRT) within a school district. It is a procedure which allows RRTs to preview and select materials which are appropriate for their specific students. The Interschool File of Materials utilizes the same criteria presented in the learner-material match, in order for the teacher to make efficient use of the system.

Interest Level

As shown in the flow chart, once the subject area for the learner is established, the teacher determines the interest level of the learner. Interest level is determined by 1) chronological age, 2) sex, and 3) likes and dislikes of the learner. By choosing the appropriate interest level, the teacher is recognizing that while the student is a poor reader, his materials should not be selected with only his reading level in mind. For example, most upper-elementary through high-school age boys prefer such topics as cars, motorcycles, and sports. This knowledge is useful in selecting books to improve the student's reading

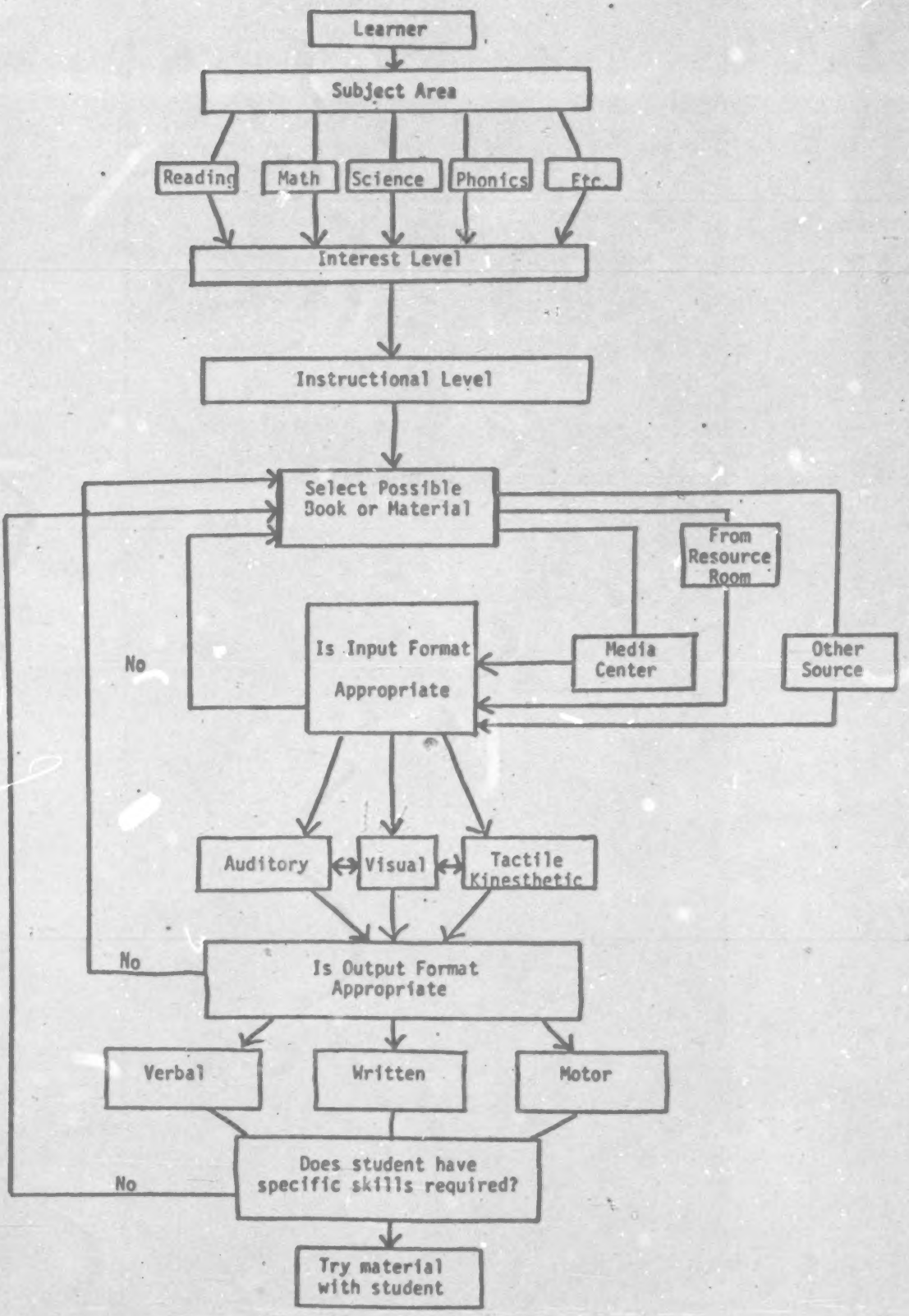


Figure 4: Flowchart illustrating selection process

comprehension. An individual student may have a particular interest in music, a hobby, or in making models. All of these things can aid the teacher in selecting a material that the student will find interesting. For example, the student who collects rocks will be able to give an oral report on his hobby to the science class. The student who is proficient at making models may be able to make a model plane or a mock-up of a battle scene for a social studies class. In mathematics, the teacher can select a kit or a book which uses problems oriented around sport scores and averages, or automobiles and racing.

In examining the material, the teacher should carefully examine the illustrations. A science text illustrated with small children is not appropriate for upper grade students who read at lower levels. By incorporating the interests of the student into as many subject areas as possible and by being aware of materials which embarass poor readers, the teacher increases the probability that the student will accept and benefit from the materials provided.

Instructional Level

The next step in the process is the determination of the student's instructional level. If a material is too difficult, the student will be frustrated and unsuccessful. On the other hand, if the material is too easy, then new learning will not take place. Since the amount of time available for the RRT to work with a student is limited, finding materials at the proper instructional level is crucial.

Usually, the RRT administers some type of diagnostic reading and math tests to students entering the program. Results of the reading test will help not only in the selection of reading books and materials, but also in the content areas. Results of math tests will determine those skills with which the student is having difficulty and, therefore, needs instructional materials.

If textbooks do not specify a reading level, there are several formulas which the teacher can use to figure it out. In chapter , the Frye Readability graph is presented. It should be remembered that various reading tests provide slightly different scores, in the same way that the various readability formulas yield different levels for the same book or story. The reading level sought also varies according to the purpose. Reading for enjoyment should include fewer words for the student to struggle over than an instructional material, selected to build vocabulary. Most science texts are written at a higher reading level than the actual reading texts appropriate to that grade level. Lastly, if the passage is something that the student understands or enjoys, he will probably decode many more difficult words than he would normally attempt.

Select Possible Material

Knowing the skill or lesson to be taught and the interest and instructional levels of the students, the teacher selects a text book, game, kit, or other educational material for further comparison to the student's needs. Possible sources of such materials is the resource room itself, teacher-made activities, and school or regional media centers.

From the flowchart (Figure 1), it can be seen that once the material has been selected it remains a matter of matching the characteristics of the material to those of the student. The three criteria used to examine the material are 1)input mode, 2) output mode, and 3) specific skills. If the teacher decides that the material is not appropriate, she can do either of two things. She can reject the material and select another as shown in the flowchart by a "no" response to the question asked at each step. Secondly, she can modify the chosen material in order to facilitate the learning process. Such modifications would include putting written input on tape, changing the manner in which the student is to respond from written to verbal, or illustrating the directions.

Input Modes

The term input mode refers to the manner in which the student receives information from the material. Input can be made auditorially--by means of the student listening to another person, a tape, a record. Input can be made visually--the student sees print or pictures in a book, looks at an object, or observes transparencies or movies. Input can also be made tactilely and kinesthetically. This means through the senses of touch and motion. The student can feel rough and smooth textures, hot and cold, the shape and size of an object.

Each of us has a particular way in which we learn best. Some people write down a phone number they wish to memorize and look at it for a few minutes. Others repeat it to themselves several times, firmly implanting it in their memories. One person recalls the picture of the numbers before him in order to remember the number, while another person hears the number. The same thing is true for the student. Some will respond better to tapes, records, or being read to. Others will get more from reading or observing pictures. Frequently, however, the poor student is observed to be an auditory learner. He has difficulty reading and in organizing the things that he sees. Much of what the

student is supposed to learn in school is presented through this visual channel--textbooks, overhead transparencies, chalkboards, bulletin boards, and charts. The RRT should not, however, immediately reject materials with these components or techniques. She should look for accompanying features which will reinforce his auditory abilities, such as records, tapes, or cassettes. She can also look for features which will give him tactile-kinesthetic input. Materials in this category would include sandpaper letters or figures, the tracing boards in which the words or figures are indented so that the student can move his finger along the shape of the letter, and geometric models which the student can move his hands over to discriminate the shape.

Notice that a blending of input modes was suggested. Many poor learners are aided by a multisensory approach--information presented through every possible mode in order to assure that the greatest amount of learning will take place. Filmstrips with accompanying records or cassettes, a written passage with a three-dimensional model, and audio-flash cards (Language Master cards) are examples of this type of material.

When examining a material in terms of its input mode, it is not sufficient merely to see which input mode is used. It is also necessary to examine it for distractability or clutter. That is, are there many colorful illustrations filled with many objects which can draw the student's attention away from the text? Are there many problems on the page, which can cause the student to lose his place or feel defeated? In the case of tapes or records, is there a distracting background, either in terms of noise or music? In the case of a speaker, does he have a distinct voice, free from distracting mannerisms or accents?

Thus, it can be seen that examining the input mode of a material includes not just identifying that mode, but also being certain that the material is clear of distractions which prevent the student from learning most efficiently. As mentioned before, the teacher can reject the material at this point or can modify it, if the output mode and the skills needed match the learner.

Output Modes

Output modes are those ways in which the student demonstrates his ability to perform a task or shows that he understands what has been asked of him. Output can be verbal, as is the case when a teacher asks a question in class and a student responds in the same way. Verbal output also includes recording on tape or on audio flashcards. Output can also be motor. Motor responses include pointing to an

answer, nodding the head in agreement or shaking it in disagreement, or performing a task such as putting something together or sorting items by various attributes. Motor output also includes writing responses, using manuscript printing, cursive writing, typing, or braille writing. Since the written output mode is so complex, it has been separated from motor response in the flowchart for ease in selecting an appropriate output mode.

The output mode that is used will depend upon the student's abilities. If the student is able to give a better answer by stating it on tape or by saying it aloud than by writing it, then this technique should be selected. If the student has difficulties in the area of language, then an appropriate selection is a material which asks the student to check the correct response, draw lines to matching items, or perhaps sort objects which belong to the same set, such as all flash-cards which add up to twenty. As was mentioned in the section on input modes, one specific output mode should not be used all of the time. Using a variety of input and output tasks may build the student's ability to respond in many different ways and will probably prevent the student from becoming bored.

Specific Skills Needed

The third area which must be examined when selecting an instructional material is really a group of questions which must be asked in regards to specific skills needed to use a particular material. Can the student understand the directions? In the case of a piece of equipment, such as an audio-flash card reader, can the student turn the machine on and off, repeat if necessary, make needed adjustments? With materials in the content areas, one should examine them for reading or language skills beyond the student's ability. Is the material self-checking and, if so, does the student know where and how to find the answers?

Each material examined in this way will present its own set of questions to be answered. The teacher must ask herself, "What skills does the student need in order to properly use this material?" As in the case of input and output modes, the teacher can make modifications such as color-coding function buttons on equipment, taping the directions for a kit, or having the student check with an aid before using an answer key.

Sample Case

The following example is presented to demonstrate the process involved in selecting materials. This fictional student is used to show how a teacher proceeds from one step to another as described in this text and in the flow chart.

T is fourteen-year old boy in the seventh grade. The diagnostic information which the RRT gained on him includes a reading level at mid-second grade, a fourth grade math level, and poor writing skills. While consulting with the Regular Classroom Teacher (RCT), the RRT noted that T gets along well with the other students in the class, pays attention when the RCT is explaining something, but has difficulty carrying out directions of more than two steps. In talking with T, the RRT learned that he likes cars and motorcycles, especially racing them; but is not interested in sports. He said that he had several pets at home and liked to look at books that had many pictures of animals in them.

The RCT was seeking help in selecting materials for T in World Geography, a course which all seventh grade students must take. During this grading period, the class was studying South America. The RCT approached the RRT because she was aware of T's referral to the Resource Room for help in other areas. The RCT was agreeable to allowing T to complete alternate assignments after the introductory material for the unit had been presented to the entire class, since she usually broke the class up into small groups.

Keeping in mind T's low reading level and his interest in animals, the RRT examined the materials in the school's media center. She located several kits by Company A, each consisting of several books on a particular class of animals, posters, and filmstrips with accompanying cassettes. The kits were intended for students of a lower grade level, but the format was sophisticated enough, and the illustrations of such high quality and detail, that the RRT chose them anyway. Examining the first kit, which contained five books of varying difficulty levels, the RRT found that two of the books were of such a level that T could read them, if there was someone who could help him with some of the more difficult words. The filmstrips and cassettes were of good quality with the exception of one cassette which had a high degree of background noise.

The RRT found that the required activities were of a motor type. The student had to put together collections of pictures of the various animals found in particular parts of the world. Then the student had to include pictures of the land formations and climates uniquely adapted to the animals and common ways in which the people of those areas use the animals. In this way, the material could be used by the student with modifications of the visual (printed) input mode and no modifications to the other areas. The student's individual characteristics were taken into consideration and while he continued to work with the class.

Summary

Much of what has been presented in this chapter is familiar to teachers. By presenting each point in an organized format, with the step by step process illustrated in the flowchart, the teacher's task is simplified. It is certainly unnecessary to fill out any type of form and after a while, the teacher will probably go through the process almost unconsciously.

Interschool File of Materials

Finding appropriate materials for use with the handicapped student is not always an easy task. The RRT is familiar with many materials which are available to her from many sources. There are times, however, when she cannot find a material for use with a particular student. With this in mind, the Interschool File of Materials was developed. These forms allow for the compilation of a list of materials which RRTs within a school district have found to be effective in their classroom.

Each material is analyzed the criteria discussed earlier in this chapter and presented in the flowchart; such as, interest level, reading level, auditory and/or visual input mode, consummable or nonconsummable format, individual or group activity, and various components making up that particular instructional material. In addition, purchasing information such as the source, address, and cost is included along with criticisms of the material. The various schools at which each of these materials are located are listed so that RRTs interested in trying a material with a particular student or previewing it prior to purchase, can discuss it with another RRT or borrow it for examination. As a result, less money is expended on inappropriate or ineffective materials.

Figure 5 illustrates the abbreviated form used for listing materials used by the RRT and for rapidly locating materials in the particular areas she is seeking, Figure 6 expands upon the descriptors, giving the teacher a more thorough explanation and evaluation of the material, the publishing information, all of the components, and the schools at which the material can be located.

The use of the Interschool File of Materials serves several purposes. It makes good use of the RRT's limited time, provides her with another source of materials, and limits the amount of money spent on inappropriate materials.

Name of Material:

Grade Level: Interest Level: Subject Area:

Publisher: Price and Catalog No.:

Address: Date of Catalog:

Descriptive Characteristics:

Components:

Brief Description, Objective and Evaluation:

Criticisms of Material:

Schools at Which Materials Can Be Located:

Blank Form

Name of Material: Study Scopes

Grade Level: K-6 Interest Level: K-6 Subject Area: Per Mot

Publisher: Benefic Press Price and Catalog No.:

Address: 10300 W. Roosevelt Date of Catalog: 1974

Descriptive Characteristic::

Visual, Tactile-Kinesthetic, Manipulative Material, Non-Consumable, Individual

Components:

Worksheets - Blanks

Brief Description, Objective and Evaluation:

Blue study scopes with 2 windows are found in a tube shape. Work pag are either purchased or teacher-made (called paper program) which are inserted into the transparent tube then placed in a blue tube. Left presents the question and window on the right its answer. Reading ar Labs (all prepared materials). 1000 blank sheets are very inexpensi

Good program. Possibilities for individual worksheets are numerous.

Criticisms of Material:

Schools at Which Materials Can Be Located:

Dundee Ele., Whiteford Ele., Ida Ele., Lincoln Ele., Raisinville Ele.,

As Form Appears in "Interschool File"

Figure 5: Interschool File Form

Subject Area	Name of Material	Ref. No.	Level	Visual	Auditory	Tactile-Kinesthetic	Manipulative Material	Consumable	Non-Consumable	Individual	Group	Motor			Paper	Equipment/Machine	Activity Cards	Cassette	
Reading	The Reading Box		6 - 7th	x					x	x	x						x		
Reading	Information Fast		6 - 7th	x					x	x	x				x				
Reading	Reading Skills Cards		Elem-Jr.	x					x	x					x				
Reading	Read On		Inter-Jr.	x					x	x	x				x				
Reading	K-Preprimary Readers		Primary	x					x	x	x				x				

Figure 6: Interschool File Form

MODIFYING CURRICULUM

As part of the prescriptive writing process, it is necessary to modify the existing curriculum and materials in those areas in which the student has been unsuccessful. In order for these changes to be implemented by the Regular Classroom Teacher (RCT), it must be remembered that she already has a great number of demands on her time. The techniques included in these pages are all designed to make instruction a more successful experience for both the student and the teacher.

It should be kept in mind that these are adaptations of many practices currently used in schools, especially at the upper elementary and secondary levels. Some of these techniques will be effective with a student immediately, while at other times, many will be tried before one is found to be helpful. The student's age, ability, and interest level will have an effect on which ideas one tries, as well as the amount of time both the Resource Room Teacher (RRT) and the RCT spend on the modifying process. The information found in the chapters on consultation, prescriptive teaching, and selecting appropriate materials help in making many of these decisions. The techniques offered in this chapter can be suggested by the RRT to aid the RCT in providing specialized instruction for both handicapped and nonhandicapped students.

In later chapters, the use of joint lesson plans, grade assessment forms, and grading contracts is discussed. At this point, however, only modifications in instructional techniques and materials are presented. General guidelines, which can be used for any subject area, are followed by specific techniques for various subject areas and the often-neglected topics of organizing and following directions.

General Guidelines

The following suggestions provide some basic techniques for aiding the RCT in the instruction of exceptional students. These can be used in most subject areas and include ideas for improving self concept as well as suggestions for providing additional monitored time for the student. These suggestions do not require the RCT to take extensive amounts of time away from the rest of the class.

Small, Distinct Steps

Material should be presented in small, distinct steps. Many exposures, using as many of the senses as possible, should be employed. By breaking a concept up into discrete parts, the student can thoroughly learn one part at a time and the teacher is more easily able to tell exactly what to help the student with when he experiences difficulty. By repeating material in a variety of modes-the auditory, the visual, the tactile-kinesthetic-the student is assured of gaining a complete understanding of the concept.

Reference Charts

Where possible, reference charts can be provided for the student. Examples include the sequence of the alphabet, math tables, and formulas. Often, when learning a skill, such as carrying, the student is hampered by his inability to perform another skill, such as the higher math facts. By giving the student a table of the math facts, he can then concentrate on learning the concept, in this case--carrying.

Marking Correct Responses

Mark all of the correct responses instead of those that are incorrect. This will increase the feelings of success for the student who is used to having all of his failures pointed out to him.

Volunteers

Utilize volunteers. Cross-age tutors, future teachers, cadet teachers, and parents or grandparents can provide assistance for any student. This allows the student with a problem to have more attention, to be corrected and praised sooner, and at the same time allows the teacher to circulate among the rest of the class, so that they are not neglected.

Sharing Drill Sheets

Use drill sheets from a teacher in another grade for students who are working at that grade level. This saves the teacher from having to make up individual drill sheets for only one child in the class.

Chart Progress

In order to graphically show the progress of the child who moves slowly, make a chart to show the number of problems or words that he gets correct from day to day. The short amount of time it takes to do this is rewarding to both the teacher and the student, demonstrating that the work they are doing is having results. This type of chart, however, should not show the progress of other students as the student should be competing only with himself, not against more capable students in the class.

Programmed Materials

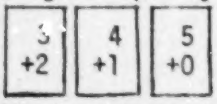
Commercial or teacher-made programmed materials allow the student to progress at his own speed and gain immediate feedback, while eliminating the need for continuous teacher attention.

Teacher-made Materials

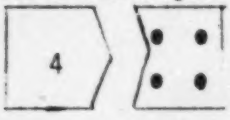
Teacher-made instructional materials provide extra drill in many interesting formats. Teacher-made materials are valuable in that they can be made with the knowledge that the student needs particular skills and has specific strengths. They also have the advantage of being comparatively inexpensive, provided the teacher or aide does not spend an undue amount of time in their construction.

Examples:

Card games (rummy type)



Self-checking materials



Reading Assignments

Reading assignments, especially in the content areas, are a constant source of problems for many students besides those in resource rooms. In addition to the difficulties of word recognition, poor readers experience trouble with comprehension. Often they do not finish assignments because they have spent so much time decoding that they are unsure of the importance of what they have read, and so reread the passage. They might, on the other hand, not reread the passage, and thus not realize the importance of what they have skipped. The following techniques are presented to help minimize many of these problems:

Student Readers

Have another student read the assignment to the poor reader. This allows for better comprehension of the material without penalizing the student for his inability to read the material.

Tape Recorders

Tape record passages from the text and have the student either listen only, or follow along in the text. The second technique is especially good because it reinforces the words the student already knows and immediately gives him those that he does not. When taping this type of material, care should be taken that the recording is free of distracting background noise and that the speaker has a pleasant, distinct voice.

Rewording

Rewording a text into a simpler form can be used with individuals, small groups, or entire classes if the text is found to be inappropriate. This involves a great deal of work on the part of the teacher. The teacher selects words that are easier for the student to read and usually shortens the sentences. This allows the student to concentrate on the concepts being presented and not on the process of reading.

Underlining

A quick technique for the student who does not have a severe reading problem would be the underlining of important words or ideas. In this way, the student is visually aware that this item is something he should know about, and therefore, he attends to it.

Alternate Materials

Instead of the text read by the rest of the class, provide the student with an alternate text, usually chosen because it presents the same material at a lower reading level. The student should, just as in the previous examples, be able to enter into class discussions.

Longer Time Periods

Allow the student who, with time, is able to use the regular text, to have additional time to read. Provide him with the opportunity to take the assignment home or to a study hall. In this way, the student is not penalized for his lack of reading speed.

Breaking Down Assignments

Break down a reading assignment into parts, perhaps as small as one or two pages and have the student concentrate on reading each of these small sections. The student is then not overwhelmed by the amount he must read and has a feeling of satisfaction upon completion.

Repeated Reading

In the case of younger students, the teacher reads the assignment or story and the student listens. Then the teacher reads the story while the student follows along. Lastly, the student reads the story out loud while the teacher provides only those words which the student cannot read. The repetition in this technique allows the student to grasp the concepts presented and, at the same time, develop his reading vocabulary and oral reading skills.

Nonreading Substitution

Allow the student to complete a nonreading assignment instead of a textbook assignment. This can include making a model or drawing a picture. This allows the student to contribute without being frustrated by his inability to read.

Arithmetic Assignments

There are many possible reasons for a student to have difficulty in arithmetic. Poor reading skills can prevent the student from understanding written directions and comprehending word problems. A high degree of distractability can cause him to lose his place on a page filled with problems. Perhaps he works considerably slower than the other students and yet understands the process. The techniques and suggestions that follow help the student to be more successful in arithmetic and demonstrate his skills independent of his reading or other problems.

Less Problems

Have the student do less problems or questions. This can be handled in two ways. First, the student may only do the problems which the teacher has starred. Secondly, the student may be required to do only a specific number of problems starting at the beginning of the list. In this way the student who understands the process is not penalized by the slow speed at which he works.

Lower Percentage Correct

In this technique the student is still required to complete the same assignment as the rest of the class. He is graded however, on a different scale; he needs fewer correct responses in order to achieve a grade. While probably less preferable than technique number one, in cases where the teacher does not want an entire class to be aware of a particular student, this technique allows the teacher to be subjective in the grading process.

Longer Time Periods

As mentioned in the section on reading, by allowing the student a longer period of time to complete an assignment or test, the student is not penalized because he works slowly.

Spacing of Problems

By spacing the problems farther apart on the page, the student is not so distracted and is less likely to lose his place. This allows for more accurate problem solving and more rapid completion of the assignment.

Write Clearly

Writing numerals clearly seems like an obvious statement. However, it is very important that the student who has difficulty in math is not distracted by having to decipher the symbols on the page.

Show Examples

On an arithmetic sheet, give an example of the problem or problems. This eliminates the possible confusion over what he is expected to do.

i.e.

$$\begin{array}{r} 63 \\ \times\ 10 \\ \hline 00 \\ 63 \\ \hline 630 \end{array}$$

Group Similar Problems

When a worksheet or test has several kinds of problems on the same sheet, grouping problems of the same process together for the student who has difficulty paying attention to sign changes will facilitate problem completion.

i.e.

$$\begin{array}{rrrr} 16 & 13 & 14 & 25 \\ -\ 9 & -\ 2 & +15 & +11 \end{array}$$

Physically Divide Tests

This technique goes one step further than the previous example. The teacher actually cuts the test or worksheet into sections of similar problems. The teacher shows the student an example at the board and then gives him that particular section to work on, repeating the procedure for each section. This technique is reserved for students who show a very high degree of distractability or perseveration, continuing to use one arithmetic procedure, even though the sign changes.

Color Coding

Color code the important words or symbols, such as the minus or plus signs or the words in a story problem, which give clues as to the process to be used. This provides the student with a visual clue as to the importance of the color-cued item.

Rewording Story Problems

Reword the story problems so that the poor reader is graded on his ability to do the process, rather than on his inability to read.

Underline Important Words

This technique has the same purpose as color-cuing. The student is visually aware that something is important. This is especially good for directions on a test or worksheet.

Syllabification

Divide difficult words into syllables to help the poor reader figure them out.

i.e. Give an ex-am-ple of the fol-low-ing.

Hints

Write out hints or reminders on the students test or worksheet. This is a more abstract method than color-cuing.

i.e. Watch your signs!

Correct vs. Tried

Score a test according to the number correct out of the number attempted in order to give the slower-working student credit for his accuracy and effort.

i.e. $\frac{\text{number correct}}{\text{number tried}}$

Multiple-Choice Response

Use multiple-choice response so that the student can pick the correct response from a selection provided. The extra choices may include answers that would result, for example, if the student added instead of multiplied or did not carry when he should have.

Fill-In Responses

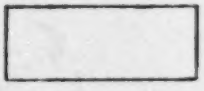
Use fill-in questions that have a space provided for each letter in the required word.

i.e. A figure with four equal sides and four equal angles is called a _ _ _ _ _ _.

The first letter of the missing word can be provided as an added clue.

Pictures

Where possible, include pictures to aid the student in visualizing the problem.

i.e. Find the area of the rectangle. 

Computational Aids

Allow the student to use such computational aids as counting blocks, number lines, an abacus, or charts. As the student becomes confident of the facts he will decrease the amount he uses the aid. In the meantime, however, he can continue to learn the various processes.

Graph Paper

Have the student work on graph paper to keep the lines and columns of his problem straight. This prevents errors made when columns of numbers are tilted and the student adds numbers in the tens columns to numbers in the units column.

Science and Social Studies Assignments

The areas of science and social studies are, at the same time, the easiest and the most difficult to modify. They are the easiest because many teachers already incorporate the use of student projects and audio-visual aides including filmstrips, movies and slides. They are the most difficult in that, often, assignments and tests are at a higher reading level than some students can read or comprehend. Since it is not always possible to provide non-reading experiences, included are suggestions of ways to facilitate assignments for the slower student.

Less Questions

Allow the student to do less questions. This can be accomplished by having the student do "the first five" or by having him do only the questions which have been starred. The use of this technique shows recognition that the student cannot do as much as other students in the class and yet still gives the student credit for work done.

Rewording

Reword homework or test questions in easier terms so that the poor reader is not penalized for his inability to read.

Different Questions

Recognizing that some students do not have the analysis or synthesis abilities that more capable students possess, the teacher can provide the poorer student with questions that are more direct, such as listing, matching, or comparing.

Longer Time Period

As mentioned earlier, the poor reader, while able to complete the class assignment, may need a longer period of time in which to accomplish this task. The teacher may allow this student to take the material to a study hall or home in order to read the assignment or complete the questions.

Tape Recording

Tape record a reading assignment or have another student do it. The poor reader then can either just listen or follow along, in class or elsewhere.

Study Questions

Provide the student with study questions for his reading or listening assignment to help him organize the material being covered. Many students,who have trouble in school, lack the necessary organizing skills. Parents or student aides can help the student where necessary.

Projects

Substitute projects for written assignments or reports. In this way the student can demonstrate his knowledge of the subject without demonstrating his reading difficulties. Projects may include:

Posters
Charts
Drawings or illustrations
Flannel board designs
Shoebox panoramas
Constructions such as models of forts, cities or animal dwellings
Collections of animals, rocks, seeds, leaves
Make tape recordings of a mock battle, a radio show, or historical speech.

Oral Reports

Allow the student to give oral reports rather than written ones if he is more comfortable speaking than writing. This allows the student to demonstrate his knowledge of the subject rather than his written language abilities.

Color-Coding or Underlining

In assignments, textbooks, or tests, color code or underline important words or phrases so that the student is visually aware of their significance.

Audio-Flashcards

Put questions for tests or homework on audio-flashcards. This eliminates the reading element. The student can then write his response, type it, or tape it on another card. On some cards, the answers can be recorded by the teacher to make it self-checking.

Pairing

On a group project, pair a good and a poor reader. The less able reader can contribute in all of the ways mentioned in "Projects" (above). The better student can learn from these projects and the poor reader can learn from what the better reader has researched.

No Essay-Type Tests

For problem readers, stay away from essay-type tests. These can be frustrating for the student who has poor written language or reading skills. Instead, true-false, matching, or multiple choice questions should be used. The exception to this is when the student is allowed to respond orally.

Leading Questions

Ask the student one or more questions before he begins a reading assignment in order to help him organize his thinking and direct his reading.

Visual Aids

Allow the student to use filmstrips or other visual aids that stress the same concepts or a lesson, rather than requiring him to read the assignment. Be sure that the student is then drawn into the class discussion of the topic.

Alternate Materials

Find materials written on the student's reading level that cover the same topic and allow him to read these instead of the class assignment.

Dittos Study Guide

Make dittoed study guides which break down the material point by point. The page numbers of the text would be helpful in relating each item to the appropriate place in the book.

i.e. 1. What are the three types of rock? (p.111)
2. Explain where sedimentary rock comes from (p.112)
3. What is a "fault"? (p.114)

Handwriting Assignments

Handwriting, and the related skill of coloring, is sometimes difficult for some "good" students as well as some "poor" students. There are many reasons for this, including an inability to copy from the chalkboard and difficulty holding the pencil or keeping the paper on the desk. Specific suggestions for aiding the student with problems in writing, along with alternatives to written assignments are presented.

Test Format

For the older student who has difficulty in writing, the true-false or multiple choice test formats are less frustrating than write-ins or essay-type tests.

Typing

Many students who are very poor writers can learn to type efficiently. These students should be taught typing and allowed to use it for assignments.

Copying From Board

If copying from the board is a problem, many students can make the transition by first copying from a second sheet of paper at their desk, gradually moving the paper further from his copy and turning it vertically rather than horizontally.

Taping Papers to Desk

Tape the paper to the desk for the student who cannot seem to keep it there by himself. This should be done in such a way that the student does not think he is being punished. This technique eliminates a frequent source of conflict between a number of students and teachers.

Pencil Grips

Commercially made pencil grips are made for the student who has difficulty holding a pencil. These can also be made by the teacher out of clay or plaster of paris.

Programmed Materials

The use of programmed materials decreases the need for written responses by the poor writer, eliminating a great deal of frustration.

Coloring

If the kindergarten or primary-age student is extremely frustrated by coloring, do not force him to color every sheet. Practice will not necessarily make perfect. If he needs to prove that he knows his colors or needs to identify groups of pictures by using colors, allow him to make a single stroke with the proper color in the appropriate place.

Green Means Go

Some young students have difficulty starting on the correct side of the page. To aid this student, place a green dot or line along the left side of the paper so he knows where to begin. The baseline of primary writing paper can be traced over in green so that the student who cannot seem to stay on the correct line, will know where to place each letter.

Cursive vs. Printing

Some students do better at cursive writing than at printing. The theory is that they can picture the word as a whole rather than as many parts. No matter what the reason, it does occur, and it is not necessary for a student to master printing before attempting cursive writing. If the student shows progress in cursive writing, allow him to use it.

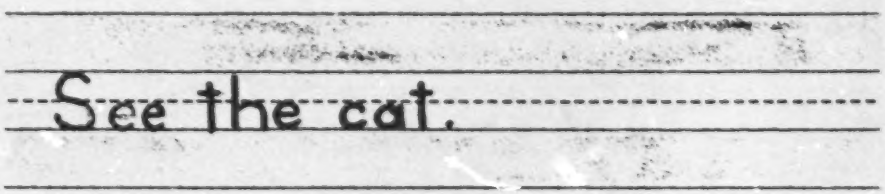
Configurations

To help the student who has difficulty spacing the letters in a word, draw the configuration of the word on his paper and have him write the word within it.

i.e.:

Blocking Out

On the student's writing paper, fill in the spaces between each line he is to write on, so that he knows exactly where the words are to go.

i.e.: 

Organizing

The organizing of ideas is a cluster of skills which not all students inherently possess. This is evident in the way that they approach a problem, written assignment, or a motor task. The lack of these skills is evident to both the Regular Classroom Teacher (RCT) and the Resource Room Teacher (RRT). While many teachers instruct their students in how to outline, there are many more basic steps which need to be taught to the student who has poor organizing skills. Some of these suggestions are appropriate to younger students, while others are to be used with older students to help them in a variety of academic tasks.

Starting Places

Mark with a green dot the place on the paper at which the student is to begin. This prevents him from becoming lost on the paper before he even begins.

Divide Worksheets

Draw lines to divide worksheets or tests into various sections by types of questions or problems. This allows the student to focus on a particular process or type of response.

Listing Steps

List the steps in a mathematical process or an experiment so that the student knows exactly what he is expected to do.

i.e.: How to grow a plant from a seed.

1. Fill a container with potting soil.
2. Place the seed on the soil.
3. Cover the seed with a little more soil.
4. Water slowly until the soil is damp, but not until the water is standing on top of the soil.
5. Place in a warm, sunny spot.
6. Water each day.

After you have done this for the student several times, have the student list the steps he went through to perform the task or to work a problem. By telling you the steps he went through, he is organizing the task in his own mind.

Masking

Block off, or mask sections of work which the student has completed (each row of problems or each question) so that he always knows where he is on the page.

Leading Questions

Ask the student directive questions before he begins to read an assignment, so that he knows when he comes across something important.

Student-Made Lists

Have the student list the important people, events, or facts after reading a selection. Have him explain to the teacher, aide, or another student why each was important. This is a good skill to teach before outlining, because the student must first be aware of the important ideas before he can establish relationships between items.

Lights

In an elementary setting, turn the lights off and then on again and state that "it is now time for math". This will focus the student's attention on what is expected of him next and allow him to make a clean break from the subject just completed.

Following Directions

One of the greatest problems faced by poor students, and consequently their teachers, is the inability of these students to follow directions. This skill, like organizing, is something that can be facilitated by the teacher, either at the elementary or secondary level. While some of the following suggestions are appropriate only for younger students, others can be adapted easily to the needs of older students. It should be noticed that the single most-evident characteristics of all these ideas is clarity - simple, step-by-step directions, written in the most basic language possible.

Lights

Turn the lights off and on before giving directions so that the student's attention will be focused on what is being said to him.

Eye Contact

Catch the eyes of the student who has difficulty following directions and then explain what you want the class to do. This decreases the possibility of his being distracted by other sounds or actions.

Repetition

Have the student repeat the directions back to you. In this way any misunderstandings can be cleared up immediately.

Visual and Auditory Inputs

Give directions using both the visual and auditory modes. Write them on the board and say them to the class.

Break Into Steps

If the directions are complex, break them into steps and list them so that the student can follow them as he works.

Buddy System

Assign a buddy or neighbor to help the student by giving him the directions as needed. This can be done without singling out the particular student that needs help by assigning a student in the class to be a "helper". It would be this student's responsibility to assist anyone in the class by explaining the directions.

Audio-Flashcards

Write directions on audio-flashcards which are then clipped to the assignment sheet (especially appropriate for classrooms set up with centers). The student then takes the card to the card reader (i.e. Language Master), where he gets the directions both visually and auditorily.

Limit Number

When possible, give only one or two directions at a time. Many students cannot remember more than this at one time.

Games

For practice in following directions, the Simon-Says type games are especially useful. Young students enjoy them, and the teacher can begin by giving single directions, increasing the number or length as the students are able to follow them.

Physical Contact

Gently hold the student's arm or shoulder when giving directions. This helps focus the student's attention on what is expected of him.

In conclusion, it can be seen that many of these techniques are already employed by teachers and represent only a few of the possible ideas available. By organizing them into subject areas, the RRT can use them as a guide when working with the RCT to provide alternative plans for their students.

Most of the ideas presented here were selected according to several specific criteria which make them useful in the classroom. They deal with breaking subject matter into smaller, easier steps; organizing it for the student; and providing alternatives to reading. The last criteria is especially important in view of the many ways in which an adult can compensate for a disability in reading and be both successful and happy.

Chapter XI: In-Service

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IN-SERVICE

Rationale

With the advent of mainstreaming, Regular Classroom Teachers (RCTs) are required to incorporate mentally and physically handicapped students in their teaching programs. Most teachers do not have the educational background to effectively instruct exceptional students. As a result, many RCTs require some retraining in order to handle this situation.

One technique which is helpful in the retraining process is In-Service. This is a logical alternative since few RCTs can afford the time to return to the university for special education courses.

It is also logical that this retraining be the responsibility of Resource Room Teachers (RRTs) and Teacher Consultants (TCs), since they are the on-campus experts for Special Education. In this way, RCTs can get first-hand information not only during formal presentations, but also when specific problems arise.

Definition

In-Service presentations will be defined as those procedures used to familiarize teachers and other professionals with the learning and behavioral characteristics of children with handicaps and to provide suggestions, techniques, and materials for implementation of appropriate programs.

Central Office Responsibility

Since Special Education is such a rapidly expanding field, many RRTs and TCs have difficulty keeping current. The central office administration (County, City or District) recognizes this problem and, generally, attempts to provide first level In-Service to these Special Education teachers. In many districts a minimum of one formal district-wide program is provided each semester to which RRTs and TCs are invited. These programs may then serve as background material for local In-Service presentations provided by the RRTs and TCs within their schools.

In addition, local districts frequently sponsor monthly meetings for RRTs and TCs in geographically adjacent areas. These meetings serve as small group In-Service presentations based on the requests of the teachers involved and attempt to meet the specific needs of their schools.

Resource Room Teacher Responsibility

Once prepared with appropriate material, RRTs and TCs are encouraged to provide In-Service for their RCTs at various levels of interest and intensity. Programs at the local schools should fit the needs of the RCTs who participate in the program. Since these needs will vary from school to school and even within schools, RRTs are encouraged to survey RCTs and Administrators each semester using the form illustrated on Page 160 In-Service programs can then be planned based on the requests of the RCTs.

Specific Topics for In-Service

Topics of interest can be scheduled for In-Service discussion at area meetings so that RRTs can receive In-Service training (if necessary) prior to their local presentations. The following is a partial list of topics suitable for In-Service presentations:

1. Ways to teach math to intermediate level slow learners
2. How to improve handwriting skills
3. Modifying a science curriculum for Junior High non-readers
4. Teaching the hyperactive student
5. Techniques for improving long term memory
6. Adapting subject area tests for students who read significantly below grade level
7. Structuring a learning environment for distractible students
8. Common sense behavioral objectives for low functioning kindergarten students
9. Techniques for teaching students with poor visual perception
10. This kid can't copy!
11. Spelling techniques for L.D. students
12. Informal methods for identifying students with Special Needs
13. Training parent volunteers
14. When and Why the multisensory approach
15. Informal sharing - the Look/Say Approach
16. Reading procedures for children with weak auditory channels

17. Effective use of the Language Master
18. Materials and techniques to aid transfer of learning
19. Parents as partners
20. Gross motor for Primary Level students

Materials and Other Resources Available for In-Service

RRTs may also use prepared materials much of which can be found in district media or resource centers. Or, RRTs may request supportive service from the state, county, and local consultant staff, who will help them prepare local In-Service presentations. Pre-packaged materials and programs suitable for more formal In-Service Programs include:

-FAMILIES

Gerald R. Patterson
Behavioral management techniques related to family problems.

-IMPROVING STUDY AND HOMEWORK BEHAVIORS

Steven M. Zifferblatt
Parent books for improving child's study behavior.

-DISCUSSION GUIDE FOR GROUP LEADER TRAINING PROGRAM

Judith M. Smith and Donald E. Smith
See Child Management

-CHILD MANAGEMENT

Judith M. Smith and Donald E. Smith
A program for parents and teachers.

-A WALK IN ANOTHER PAIR OF SHOES

Barbara Chesler
Slides and cassette presentation for children, teachers, parents, etc.

-TEACH YOUR CHILD TO TALK

Teacher in-service program for parents of preschoolers.

-PRECISION TEACHING: LET'S TRY DOING SOMETHING ELSE KIND OF THING

Council for Exceptional Children
Filmstrip and cassette for teacher in-service

-THE INVISIBLE COLLEGE CONFERENCE ON EARLY CHILDHOOD EDUCATION AND THE EXCEPTIONAL CHILD

Council for Exceptional Children
Five - 60 minute cassettes plus masters for making transparencies

-ONE STEP AT A TIME - AN INTRODUCTION TO BEHAVIOR MODIFICATION

30 minute, color 16mm film

-SPECIFIC LEARNING DISABILITIES

Barbara Sasso
An in-service and pre-service program. Contains guides, transparencies and cassettes.

-WHO DID WHAT TO WHOM?

Robert Mager
Film and leader's guide. Deals with positive and negative reinforcement

-CROSS-AGE HELPING PROGRAM KIT

Records, filmstrip, and book

-CROSS-AGE HELPING PROGRAM (book)

Peggy Lippitt

-WORKSHOP TRAINING KITS VOLUME 1 & 2

Designed for workshops for Special Education teachers

-APPROACHES TO LEARNING

Four sets of filmstrips and cassettes for helping teachers in the areas of cognitive, motor, and physical skills needed for learning

-WHY CLASS MEETINGS?

Film (should precede A CLASS MEETING ON CLASS MEETINGS and THE TEACHER'S VIEW)

-A CLASS MEETING ON CLASS MEETINGS

Film/Teachers of democratic classrooms discussing the theories of Glasser's "Schools Without Failure"

-THE TEACHER'S VIEW

Film (Should be shown after viewing A CLASS MEETING ON CLASS MEETINGS)

-VOCATIONAL EDUCATION/SPECIAL EDUCATION PROJECT

Teacher's guides and cluster guides for various occupational categories

-BUCKET BRIGADE

Packet of materials and ideas for the volunteer aide and video tapes

Types of In-Service

A survey of RRTs resulted in defining five types of In Service:

1. Formal presentations to large groups of faculty members, department members, or Parent-Teacher groups.

2. Small group discussions with Classroom Teachers for the purpose of educating them to deal with the special needs of handicapped students.

3. Curriculum modification procedures aimed at helping Classroom Teachers adjust subject material to fit students' needs.

4. Scheduling Classroom Teachers into the Resource Room for the purpose of visually demonstrating the overall program and the procedures which are being used with specific students. Exchanging classes with Classroom Teachers also allows both teachers a better understanding of the problems involved in the different teaching situations.

5. Presenting and demonstrating new and/or more appropriate materials and techniques for use by Classroom Teachers.

Although these types of In-Service presentations are used by most RRTs, this does not mean that the list is complete. In various school districts specific needs may be met by equally suitable forms of In-Service. As long as the objective of re-educating teachers to the needs of special students is emphasized, In-Service may follow any appropriate format.

Amounts of In-Service

The amounts of In-Service provided by RRTs will vary according to the needs of the RCTs and the experience of the RRT. The following are suggested averages for each semester:

1. Formal large-group presentations - one
2. Small group discussions - ten
3. Curriculum modification - six
4. Classroom visitations/exchanges - three
5. Materials demonstrations - seven

Analysis of the averages shows similar amounts for both the elementary and secondary levels. RRTs and TCs may use these numbers as guidelines for planning various types and amounts of In-Service throughout the year.

Evaluation

Finally, all programs should supply feedback in order to insure effective follow-up. Therefore, an evaluation form (page161) is included for completion by all participants at the In-Service Program. RRTs should analyze the results of the evaluation and use that information in planning future programs or for requesting further In-Service training at the central office level.

Conclusion

Using these techniques and procedures, RRTs and TCs may, over time, effectively train RCTs to identify, accept, and teach children with special needs. This should result in more successful mainstreaming of handicapped students and better educational procedures for all students.

Resource Room In-Service Questionnaire

Classroom Teacher: _____

Grade Level or Subject Area: _____

As part of the Resource Room Program, several types of In-Service presentations are being planned for this semester. However, since In-Service is most effective when it meets the specific needs of the participants, programs will be planned to cover those areas in which teachers indicate the most interest. Therefore, please list five topics of interest to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Some examples of possible In-Service topics are:

-identifying children with learning problems
-developing concepts in math for primary grades
-techniques for teaching students with perceptual problems
-modifying a science curriculum for Junior High non-readers
-classroom management for distractible students

Also, please check those types of In-Service which you would be most likely to attend.

_____ formal presentations to large groups of faculty members, subject area meetings or P.T. groups

_____ small group discussions with Classroom Teachers for the purpose of re-educating them to the special needs of handicapped students

_____ helping Classroom Teachers adjust curriculum to fit the special needs of the handicapped students

_____ exchanging classes with Classroom Teachers or hosting Classroom Teachers in the Resource Room for the purpose of visually explaining the Resource Room concept

_____ presentations and demonstrations of materials and techniques for use by Classroom Teachers

Please complete and return this questionnaire tomorrow.

Your Resource Room Teacher

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Resource Room In-Service

EVALUATION FORM

Topic: _____ Date: _____

Please circle a number for questions 1 - 4.

1. To what degree was the presenter prepared for today's session?

Not well prepared		Somewhat prepared		Well prepared		Extremely well prepared	
1	2	3	4	5	6	7	8

2. How effective was the workshop in presenting the material?

Ineffective		Somewhat effective		Effective		Extremely Effective	
1	2	3	4	5	6	7	8

3. How useful were the materials and/or ideas presented for actual classroom presentation?

Not Useful		Somewhat Useful		Useful		Extremely Useful	
1	2	3	4	5	6	7	8

4. What would you want to change about this In-Service?

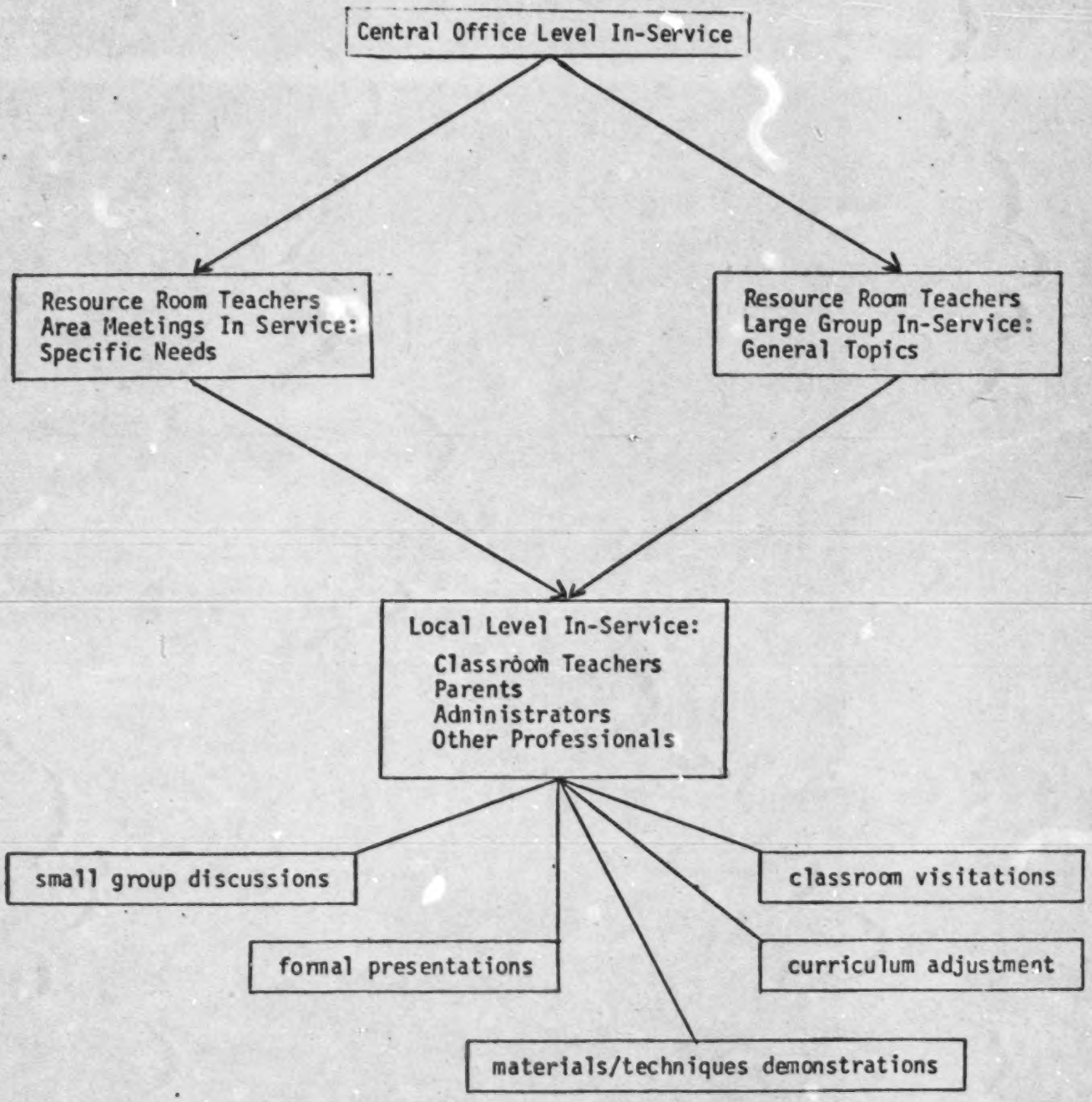
   a. Time
      1. Presentation should be longer
      2. Presentation should be shorter
      3. No change
   b. Follow-up
      1. A provision should be made for follow-up
      2. Not necessary
   c. Other

5. Would you recommend this In-Service program to a colleague? ____Yes ____No

6. Now that you have attended, has this presentation been worthwhile? ____Yes ____No

7. Comments?

Diagram of County-Wide In-Service Programs



Chapter XII: Alternatives to Resource Room Placement

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ALTERNATIVES TO RESOURCE ROOM PLACEMENT

In a Handbook such as this, there should always be a list of potential alternatives that can be used instead of, or in addition to, the Resource Room Program. As a matter of fact, the Special Education Department should be the choice of last resort, called upon only when other alternatives have been explored or attempted. It should not be the first place that teachers, counselors, administrators, etc. turn to when a student is slow or has a problem behavior.

The alternatives listed are, basically, of two categories: more diagnostic workup or direct intervention by Resource Room Teacher (RRT), other professionals, or social agencies.

This chapter provides these alternatives in six different areas. These areas include options that are implemented by: (1) Resource Room Teachers, (2) Administrators, (3) Classroom Teachers, (4) Community Service Agencies, (5) Local District Special Service Agencies, and/or (6) the Intermediate School District (or County School District). The alternative listed is the person or place where the service is given; the option is the specific technique or goal that the person or agency uses.

These alternatives are cross-referenced. For example, an option such as Individualized Programs may be listed in both the Administrative Section as well as the Regular Classroom Teacher (RCT) Section. Thus, it would be the decision of the Planning Committee or the administrator to determine in each case who should be most responsible for carrying out the alternative.

The alternatives and options proposed are of a general nature by necessity. Different communities call their agencies by different names, but the basic services are similar. Consequently, we think this section will be useful to most people as they begin to determine the various alternatives and options available to them, both through the Resource Room Program and, more importantly, through other individuals and agencies that deal with the student.

Finally, note that some of the alternatives are followed by an asterisk. The asterisk refers to alternatives discussed in other sections of the Handbook.

I. Resource Room Alternatives

A. Curriculum Modification* (See III-C, V-F, and V-G)

This may be anything from changing the textbook, adding new materials, or adjusting the regular curriculum in any manner.

B. Time Placement Contracts* (See II-A and III-D)

E.P.P.C.s set a time limit, 2 months, 4 months, 6 months, etc. at which time the student is either re-entered or removed from the program dependent upon completion of the time limit or completion of the specific objective.

C. Academic and Social Contracts* (See III-E, V-D, V-E, V-F, and V-G)

Behavioral contracts between student and teacher for academic or behavioral problems often substitute for Resource Room placement. These contracts must be monitored by the Social Worker, Psychologist, or Resource Room Teacher (RRT) in order to be effective.

D. Parental Involvement (See II-D, III-A, IV-I, V-D, and V-E)

Often contact with the parent results in home reinforcement for school problems and brings about successful adjustment by the student in school.

E. Aide in the Classroom (See II-G)

The addition of an Aide in the classroom may be used for some cases. These may include paid aides, volunteers, cross-age tutors, or private tutors at home.

F. Individualized Programs* (See III-B)

It is possible that in some cases a student's academic program within the regular classroom must be individualized.

G. Work-Study Program (See V-K)

Program for high school students from 9th grade through 12th grade who are in need of vocational training.

*See other chapters in Handbook for further discussion.

II. Administrative Alternatives

A. Time Placement Contracts* (See I-B and III-D)

E.P.P.C.s set a time limit, 2 months, 4 months, 6 months, etc. at which time the student is either re-entered or removed from the program dependent upon completion of the time limit or completion of the specific objective.

B. Specification of Problem

It should be the responsibility of the E.P.P.C. leader and the diagnostician to carefully decide if the student's problem is enough of a disability to warrant Resource Room placement as opposed to other alternative programs.

C. Space Availability

Such issues as transportation, number of students in Resource Room, and time teacher has available for consultation should be factors in deciding if placement in the Resource Room rather than placement in an alternative program is appropriate.

D. Parental Involvement (See I-D, III-A, IV-I, V-D, and V-E)

Often contact with the parent results in home reinforcement for school problems and brings about successful adjustment by the student in school.

E. Teacher Changes

If the student's problem is generated because the Regular Classroom Teacher (RCT) is not flexible, or is teaching in a manner that is not conducive for the student, the teacher should be expected to make changes in her program. Merely placing the student in the Resource Room will not be enough. The administrator also has the option of placement with another Classroom Teacher.

F. Principal Intervention

An administrative contact with parents, teachers, or professionals often brings about necessary change for the student permitting him to adjust to classroom problems. The principal may also

*See other chapters of Handbook for further discussion.

intervene with appropriate curriculum changes for slow learners (i.e. functional math).

G. Aide in the Classroom (See I-E)

The addition of an Aide in the classroom may be used for some cases. These may include paid aides, volunteers, cross-age tutors, or private tutors at home.

H. Part-Time School Program

Occasionally, a student can only handle school part time and, while this should rarely be considered, it is an alternative which may be used occasionally. Another option is placing the student part time in a lower grade level for instruction in subject areas that are a problem (i.e. 1/2 kindergarten, 1/2 1st grade). Another consideration, offered in some schools, is placement in a Transition Room.

I. Alternative Credit Program

High schools usually offer alternative classes for which students can receive credit towards graduation. Examples of these are: Independent Research, Community Service, Work-Study, Internship, Tutoring, etc.

III. Classroom Teacher Alternatives

A. Parental Involvement (See I-D, II-D, IV-I, V-D, and V-E)

Often contact with the parent results in home reinforcement for school problems and brings about successful adjustment by the student in school.

B. Individualized Program* (See I-F)

It is possible that in some cases a student's academic program within the regular classroom must be individualized.

*See other chapters in Handbook for further discussion.

C. Curriculum Modification* (See I-A, V-F and V-G)

This may be anything from changing the textbook, to adding new materials, or adjusting the regular curriculum in any manner.

D. Time Placement Contracts* (See I-B and II-A)

E.P.P.C.s set a time limit, 2 months, 4 months, 6 months, etc. at which time the student is either re-entered or removed from the program dependent upon completion of the time limit or completion of the specific objective.

E. Academic and Social Contracts* (See I-C, V-D, V-E, V-F and V-G)

Behavioral contracts between student and teacher for academic or behavioral problems often substitute for Resource Room placement. These contracts must be monitored by the Social Worker, Psychologist, or Resource Room Teacher in order to be effective.

IV. Community Service Alternatives

A. Mental Health Center

Individual and family consulting, teacher consulting and related mental health services.

B. Medical Schools

Children and adolescent psychiatric evaluations.

C. Children's Psychiatric Hospital

Diagnostic work-up for children with psychiatric disorders.

D. Social Service Department

Financial aid, medical aid, foster care, adoption, after-care supervision of delinquents, protective services.

E. County Health Department

Orthopedic Clinic, Pediatric Clinic, Cardiac Clinic, Neurology Clinic, Department of Services to Crippled Children, Home Health Care, Health Teaching, Immunization Clinics and TB Skin Testing.

*See other chapters in Handbook for further discussion.

F. Medical Intervention

General Practitioner, Dentist, Optometrist, etc.

G. Psychiatric Consultation (See V-L)

Psychiatric diagnosis and treatment prescriptions.

H. Parental Involvement (See I-D, II-D, III-A, V-D, and V-E)

Often contact with the parent results in home reinforcement for school problems and brings about successful adjustment by the student in school.

V. Special Services Alternatives/Local or County

A. Reading Specialist Services

Offers assistance to students who have remedial or corrective problems or to students who cannot be corrected in the regular classroom. This service is also extended to the students with learning disabilities and occasionally to the E.M.I. student. The service is directed to the Classroom Teacher or to the student.

B. Speech Therapist Services

Offers assistance to students experiencing difficulties with cleft palate, speech articulation, stuttering, language, language conception, voice, and structural disorders.

C. Counselling Services

Counsellor offers such services as vocational or educational guidance, individual counselling, testing, scheduling, etc.

D. Social Work Services (Pupil Personnel Worker)

The school social worker's primary task is to assist students who are experiencing dysfunction in regard to a psychological, social and/or academic problem area. This service may be delivered through a variety of models. The following list is not intended to be inclusive of service methods, but merely a suggested guideline of service delivery:

1. Casework and/or group work with the student.
2. Consultation with school staff.
3. Consultation with family members of the student.
4. As a liaison between the school and various community human service agencies.

E. Psychological Services

The following alternatives are offered through the psychological services:

1. Teacher consultation.
2. Parental counseling.
3. Therapy relationship with child.
4. Conjoint therapy with child (teaming with Social Worker).
5. Conjoint therapy with parents (teaming with Social Worker).
6. Further diagnostic evaluation recommended by E.P.P.C.

F. Learning Disabilities Consultant Services

Diagnosis of learning disabilities. Curriculum or behavior modification.

G. Curriculum Resource Consultant Services

Curriculum design and materials for behavior modification.

H. Vision Consultant Services

Offers consultation to Regular Classroom Teachers, individual instruction, furnishes materials and equipment for students who have a central visual acuity of 20/200 or less in the better eye, after correction, or a peripheral field so restricted that the widest diameter of such a field subtends an angular distance no greater than 20 degrees.

I. Self-Contained Programs

1. Trainable Mentally Impaired Programs

Eligibility -

a. Development at a rate of approximately three to four and one half standard deviations below the mean as determined through intellectual assessment.
b. Lack of development primarily in the cognitive domain.

c. Unsatisfactory school performance not to be based on his social, economic and cultural background.

Age Range - 0 - 25.

Curriculum Areas - Self-Care, Speech and Language, Affective, Cognitive, Psychomotor, Pre-Work.

2. Severely Mentally Impaired Program

Eligibility -

a. Development at the rate of approximately four and one half or more standard deviations below the mean as determined through intellectual assessment.

b. Lack of development primarily in the cognitive domain.

c. Severely Multiply Impaired may be enrolled in programs for Severely Mentally Impaired for a period of up to one year for diagnostic purposes. Placement in such a program shall not be allowed beyond the one year period unless the person is identified as Severely Mentally Impaired by an Educational Planning and Placement Committee.

Age Range - 0 - 25.

Curriculum Areas - Self-Care, Speech and Language, Affective, Cognitive, Psychomotor, Pre-Work.

3. Engineered Classroom - E.M.I. students, ages 6 to 11, who need help in re-integration into the mainstream process.

4. Special Needs Classroom - Pre-vocational program for junior high-aged students where the primary consideration is no longer academic.

5. Emotionally Impaired Classroom - Program for elementary and junior high students with social or psychological problems who can be mainstreamed back into the regular classroom.

6. Physically Impaired Classroom - Program for students having orthopedic handicaps which significantly interfere with placement in a regular school program.

7. Hearing Impaired Program - Program for students, pre-school through 12th grade, sustaining full or partial hearing loss which prevents them from participating in the regular school program.

J. Homebound Program

Program for students who are temporarily unable to attend school for one month or longer due to a physical impairment.

K. Work-Study Program (See I-B)

Program for high school students from 9th grade through 12th grade who are in need of vocational training.

L. Psychiatric Consultation (See IV-H)

Psychiatric diagnosis and treatment prescriptions.

M. Teacher/Counselor of the Visually Handicapped

Assists visually handicapped students.

Chapter XIII: Program Evaluation

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PROGRAM EVALUATION

In today's society, change is a constant factor and the results are most apparent in the field of education. Forces causing this evolution to occur include population trends, mass communication, changes in family roles, and educational technology. But, perhaps the most influential force at work in education today is the informed parent. As taxpayers with vested interests in the educational process, parents are voicing their opinions and interests to teachers, administrators, school boards, and judges. Their demands that children, whether handicapped, normal, or gifted, demonstrate appropriate social and academic achievement, cannot be ignored. As a result, many state legislatures are considering some degree of accountability from schools and more and more states are passing Mandatory Special Education Acts. (Michigan has been functioning under Public Act 198 since December 1971.)

Educators, as a result, are being forced to re-examine long accepted practices such as self-contained classrooms, textbook usage, grouping, tied and bound curriculum, etc. Questions such as what program is best, how is it working, and why is it succeeding are suddenly very valid considerations.

In an attempt to cope with these problems, innovative procedures, programs, and materials are being introduced into various school settings. Open space schools, sex education, mainstreaming, and modern math are all examples of this trend. Unfortunately, most educational innovations still do not incorporate evaluation procedures in their plans. Few school systems allow adequate investigation of the relationship between the educational variables and the student's learning level. As a result, many innovations are discovered to be unsatisfactory.

Whether or not a program works better than an alternative is a critical question from the taxpayer's point of view. It becomes the responsibility of educators to continuously evaluate the programs and materials in use within their systems. Only in this way can education incorporate any degree of purpose and direction into its changing system.

Many states have seen the need to include this specification in newly passed Mandatory Special Education Laws. Michigan's Public Act 198, for example, states that "the Intermediate School District Board of Education . . . shall

develop, establish, and continuously evaluate and modify in cooperation with its constituent school districts, a plan for special education . . . ." And Section 1.5 of Michigan Special Education Code requires the I.S.D. Board of Education to "describe the means by which the local school district and intermediate school district will determine the effectiveness of special education programs and services.

With this mandate so clearly defined, Michigan school districts, as well as other state, county, and local districts must develop evaluation procedures to seek feedback from parents, students, teachers, and administrators in order to improve the quality of education.

Rationale

Evaluation can be accomplished in several ways, depending on the point of view of the evaluator. Administrators are interested in learning such points of contrast as teacher-pupil ratio, cost per student, total budget, total teacher time spent in indirect service, total teacher time spend on direct service (remediation, tutoring), total students serviced, etc. The educational technican may be more interested in a variety of achievement parameters, while parents are primarily interested in the specific achievement of their children. None of these evaluative interests are mutually exclusive and, indeed, all evaluations are healthy and important.

Evaluation of Resource Room programs has not yet been developed to an efficient level for a multitude of reasons. Any multifaceted relationship yields interactions which defy specific explanation. These interactions point out the limitations in analysis techniques, not limitations in the programs being evaluated. For example, when special needs students or groups of students do not progress at the expected rate, who is to blame? Should the teacher be held responsible or is the home life of the student such that no teacher can provide for the student's needs?

Most educators can offer examples and reasons for this type of problem in enough quantity to create another book; however, it is clear that accountability is a serious and critical problem in education today and particularily in Special Education programs. Administrators and teachers who fail to address this problem are forcing state legislators to mandate stricter accountability procedures.

A good deal of information is generally available for use in evaluation and, with modest effort, much more can be collected. Since the Resource Room Teacher (RRT) has been characterized throughout this Handbook as the expert, it is only logical that evaluation start with her input. Since this Special Education program touches numerous aspects of the general education program, however, input from the building principal, Regular Classroom Teacher (RCT), students, and parents should also be sought. If County or Intermediate districts are coordinating a multi-district program, a systematic overview should also be prepared.

The entire evaluation should be put together and presented to the County and local school boards, involved administrators, principals, RRTs and RCTs, and to interested parents and students.

Results should answer the general question, "Is the Resource Room program an effective technique for providing educational service to handicapped students?" Analysis of the data should indicate strengths and weaknesses in the overall program. It should also pinpoint educational variables which are necessary for the program to operate effectively, and results should allow for comparison of individual district programs. In essence, evaluation is primarily concerned with the effects of the innovative procedure (Resource Room Program) on the target population (handicapped students). Results will allow for revision and improvement of the overall program and will permit administrators and teachers to re-examine their techniques for implementation of the Resource Room program's specifications in their district. As a result, some individual Resource Room programs may be modified by incorporating new instructional components into the program.

Evidence of weaknesses in an individual program may also permit administrators to request additional aid in the form of services and/or funds. The variables which prevent satisfactory academic or social/emotional growth in individual students or individual programs can be investigated. If changes are warranted, these may be suggested. Supplemental services, extra funds, and revision of the program are all elements which may be involved in a solution.

Finally, there is little data in the professional literature to support the belief that the Resource Room program is an effective educational technique. If indeed, this is true, it is imperative that this claim be substantiated and disseminated to the educational population. Substantiation

can only be accomplished through systematic collection of data and statistical analysis of the results. Once these results are available, the educational community can make a purposeful and directed decision about the Resource Room program based, not only on subjective judgments, but also on objective data.

Resource Room Teacher Evaluation

Most RRTs test students when they enter the Resource Room program (pre) and when they leave the program (post). If their participation extends over several years, additional tests should be administered annually.

Evaluative test results may or may not be used for diagnostic purposes, depending on the expertise and philosophy of the RRT or Teacher Consultant. Generally, most RRTs administer other formal and informal instruments based on information received from the evaluative tests.

All tests, however, should be administered individually because only in this way, can the RRT assess the student's behaviors in the testing situation. Such information is frequently as important as the test results.

Two instruments which are adequate for use in evaluating rate of change in achievement and self concept are:

Peabody Individual Achievement Test

The Piers-Harris Children's Self Concept Scales

These evaluative tests pinpoint strengths and weaknesses in reading, arithmetic, spelling, general information, school status, anxiety, popularity, and result in scores which can be statistically analyzed. The grade levels achieved are really incidental to the evaluation. The important variable is the rate of change over time. This is easily determined by using the following relationship:

post-test grade level - pre-test grade level =
grade level rate of change

This calculation should be prepared for each student in each area of concern and for the total program. The total program average change is determined by summerizing the rate of change for each student and dividing by the number of scores included in the sum. These scores can be submitted annually and results will serve as an objective picture of the Resource Room program.

At the end of the school year, RRTs should also collect and organize at least the following information about their individual programs:

1. total number of students serviced directly (tutoring or remediating)
2. average number of hours per week spent in direct service
3. total number of students serviced indirectly (not personally worked with)
4. total number of RCTs serviced
5. total number of educational plans prepared
6. total number of formal consultations with RCTs
7. total number of In-Service presentations made
8. average time spent with students (weekly)
9. average time used in materials preparation or curriculum modification (weekly)

The RRT should also prepare a self-evaluation of the program. Statistical information collected is but a starting point. Personal experiences and opinions are equally important. This subjective report should be organized to develop the who, what, where, when, and how of building and improving the program for the coming year. Candor is an important element in this type of feedback system. The decision makers will appreciate this information and appropriate changes should result.

Finally, since the educational planning and placement committees generally required stated behavior objectives for students placed in Special Education programs. These objectives should be evaluated.

For example, if nine different goals were defined for a student, the RRT's evaluation should, at a minimum, consist of nine specific yes/no type questions keyed to the nine objectives.

i.e.: Objective: The student will add correctly two double digit numbers with carrying.

Annual Evaluation: Student demonstrates ability to add two double digit numbers with carrying.

In this manner the RRT is in a position to present an overview of her program in rather simple, straight forward terms.

i.e.: Objectives established: 200
Objectives met: 150
Objectives not met: 50
Program evaluation: 75% effective

At the end of each school year all of this information should be organized in an annual report submitted to the building principal and County or Intermediate District (see Form 1, Page 223). Results should help improve individual Resource Room programs - to have them meet the needs of the RCTs and students involved. Such a report not only sums up the year, but also acts as a public relations measure in that it provides the administrators with essential data - data which may act as a basis for more funds, improved procedures, or better pupil-teacher ratios.

RCT Evaluation

RRT should also seek input from RCTs because their perceptions of the program are critical. An efficient technique is to give each RCT a short questionnaire with yes/no questions or rating scales. These questionnaires should be anonymous in order to elicit honest opinions. If time is available, the RRT may request written comments on the questionnaire in order to stimulate new ideas which can be incorporated in the program (see Form 1, Page 223). Forms should be returned to the Principal allowing him to verbally discuss RCT's comments with the RRT while retaining the RCT's unanimity. Results should be included in the annual report (See Form 3, Page 226).

Parent Evaluation

Parents' input is frequently difficult to secure but is generally worth the extra time and effort required. A brief questionnaire personalized with the student's name, should be sent to all involved parents. It should provide parents with the opportunity to assess the program as it directly affects their child and to suggest modifications if they so desire. The questionnaire should be sent from and returned to the Principal in order to insure candor (See Form 2, Page 225). Principals should share results with RRTs without references to parents' names. Pertinent data may then be included in the annual report (See Form 3, Page 226).

Principal Evaluation

As the responsible individual, the principal should get very specific in terms of evaluation of Resource Room programs. Where more than one RRT is operating within the same school, a standard reporting system should be established. While each administrator has a management style, certain information is consistently required for effective administration.

RRTs and RCTs will provide data describing the educational parameters, but the fiscal evaluation of the program is up to the administrators. When viewing an expense vs. results relationship, administrators are in a better position to make decisions regarding committment of resources in support of the school in general, including the Resource Room program.

As previously noted, many states have enacted laws which require program evaluation (Michigan P.A. 198 of 1971). These laws usually do not describe the nature of the evaluation, however, it should be obvious that program evaluation will eventually take a highly structured bureaucratic course if administrators do not assume the responsibility to monitor and evaluate. This Chapter provides a starting point which hopefully will stimulate the more dynamic administrator to come to grips with a management oriented evaluation system, one which includes inputs from all involved personnel and provides appropriate feedback to those who are involved with the programs. Information gathered by the Principal should be disseminated through appropriate channels.

A summary report may be presented to School Board members and to upper level administrators in either written or verbal form. Teachers should receive summary information at faculty meetings and parents and students may receive the report at parent-teacher meetings. Whatever the actual method used, information should never be covered up or forgotten, because input which is ignored results in more verbal criticism or apathy. The purpose of program evaluation is to assess the effectiveness and to implement changes, if necessary. Only when inputs from all areas are sought, considered, and justified can education meet the demands of today's society.

Form

Resource Room Program Evaluation

Regular Classroom Teacher

This form is designed to provide Resource Room program administrators objective feedback regarding the program. Please feel free to frankly express your opinion and provide constructive criticism. When complete, return to the principal's office.

1. The Resource Room Teacher is: (circle all appropriate answers)
   a. providing tutoring or remedial instruction to some of my students.
   b. providing me with materials for my students.
   c. sending work back from the Resource Room with my students.
   d. assisting me in modifying my curriculum to fit my special students.
   e. providing me with consultative services.
   f. team teaching with me.
   g. other (specify) _____
   _____
   _____
   _____

2. Rate the quality of the Resource Room Teacher's:

	good			average			poor
a. tutoring	•	•	•	•	•	•	•
b. materials	•	•	•	•	•	•	•
c. curriculum modification	•	•	•	•	•	•	•
d. consultative services	•	•	•	•	•	•	•
e. other interactions (specify)							
_____	•	•	•	•	•	•	•
_____							
_____							

3. In your opinion, what is the strong point of the Resource Room program?
   _____
   _____
   _____
   _____

4. In your opinion, what is the weak point of the Resource Room program?

_____

_____

_____

_____

5. Generally, students services by the Resource Room program have profited to the following degree: (circle one)

   a. very much
   b. somewhat
   c. can't say
   d. marginally
   e. not at all

6. Rate the overall Resource Room program.

   • • • • • • •
   good average poor

7. Please list any comments you wish to make regarding the Resource Room program.

_____

_____

_____

_____

_____

_____

_____

Resource Room Program Evaluation

Parents (or student over age 18)

Dear _____ (Parents' name)

As you know _____ (Student's name) has been placed in the school's Resource Room program. We are very interested to know how you feel _____ (Student's name) has progressed since then. The following questions will assist us in providing the best possible education for your child.

Please answer the questions frankly and return them to me at your earliest convenience.

*circle the dot which best describes your feelings.

1. My child's progress during the year seems:

•	•	•	•	•	•	•
good			average			poor

2. I feel my child receives remedial instruction that is:

•	•	•	•	•	•	•

3. My child's attitude towards school is:

•	•	•	•	•	•	•

4. My opinion of the Resource Room program is:

•	•	•	•	•	•	•

Please add any comments you wish regarding the Resource Room program.

_____

_____

_____

_____

Thank you for your assistance.

Sincerely,

_____ (Principal's Name)

Resource Room Program Evaluation

Annual Report (copy to Principal and Intermediate Office)

The following report describes the status of our Resource Room program for the school year _____ to _____.

General Parameters:

a. total number of students serviced directly (tutored or remediated) ____
b. average hours spent in direct service weekly ____
c. total number of students serviced indirectly (not personally worked with) ____
d. total number of Regular Classroom Teachers serviced ____
e. total number of educational plans prepared ____
f. total number of formal consultations with Regular Classroom Teachers ____
g. total number of In-Service presentations ____
h. total amount of time spent in diagnosing students' problems ____
i. average preparation time per student (weekly) ____

Results:

behavioral objectives

a. total number of behavioral objectives established for Resource Room students ____
b. total number of behavioral objectives reached ____
c. total number of behavioral objectives not reached ____
d. percentage of behavioral objectives effectiveness ____

pre/post tests

a. average total achievement test score (grade level)
   average total pre-test - grade level ____
   average total post-test - grade level ____
   net total change - grade level ____
b. average general information score (grade level)
   average general information pre-test - grade level ____
   average general information post-test - grade level ____
   net change - grade level ____

c. average reading recognition score (grade level)
   average reading recognition pre-test - grade level _____
   average reading recognition post-test - grade level _____
   net change - grade level _____

d. average reading comprehension score (grade level)
   average reading comprehension pre-test - grade level _____
   average reading comprehension post-test - grade level _____
   net change - grade level _____

e. average arithmetic score (grade level)
   average arithmetic pre-test - grade level _____
   average arithmetic post-test - grade level _____
   net change - grade level _____

f. average spelling score (grade level)
   average spelling pre-test - grade level _____
   average spelling post-test - grade level _____
   net change - grade level _____

g. average self concept score (pre) _____
   average self concept score (post) _____
   net change _____

Regular Classroom Teacher Evaluation:

This section should include a discussion of the results of the questionnaires collected from Regular Classroom Teachers. To the extent that trends are detected, they should be stated and explained, if possible.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Parental Feedback Evaluation:

Comments collected from parents should be condensed and presented in this section.

Self Evaluation and Discussion:

This is the section to present the WHO, WHAT, WHEN, WHERE, HOW and even HOW MUCH (money). Each recommendation should be preceeded by a discussion of why a change or innovation is considered appropriate. (Draw on the data in previous sections.) End the section with a single sentence evaluating the program from your personal point of view. For example, "Based on this preceeding data, I consider this year's Resource Room program a success."

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